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ABSTRACT

This forum brought together 107 educators from colleges of education, local education agencies, state education agencies, and teacher education associations from 14 states. Included in the report of the forum proceedings are the keynote addresses, panel session summaries, and 90 recommendations for policy, practice, and research in preservice and inservice teacher education. Robert L. Saunders made a presentation on "The Preservice Education of Teachers," while David A. Bennett discussed "Improving Inservice and Staff Development." Robert F. Chase spoke about "Induction Programs for Teachers." "Conference Synthesis and Reactions" are given by Dean C. Corrigan, and instruments for evaluating the conference, and a participant list, are included. (CB)

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PROCEEDINGS REPORT

Forum on Teacher Education:
Reflections on Current Issues

June 13-14, 1985
Virginia Beach, Virginia

Jane E. Hange
Educational R & D Specialist

Submitted to:

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ACKNOWLEDGEMENTS

The Proceedings Report of the Forum on Teacher Education: Reflections on Current Issues presents the keynote addresses, summaries of panel presentations, recommendations from participant discussion groups, and aggregated evaluation data. Many thanks are extended to the presenters, discussion group leaders, and evaluators who contributed much to the success of the Forum and to the work of those who utilize this report.

Bill Monahan, Dean Emeritus of the College of Human Resources and Education of West Virginia University and author of Teacher Education in the '90s: A Working Paper (AEL Occasional Paper 016), contributed extensive technical assistance in the conceptualizing and organizing of the Forum. AEL staff who provided abundant assistance include Pat Cahape, Janice Hodges, Shirley Keene, Carolyn Luzader, Sinette Newkirk, Sandra Orletsky, and Jack Sanders. Their skillful help with the myriad tasks of publication is much appreciated.

Jane Hange
Educational R & D Specialist

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EXECUTIVE SUMMARY

Excellence in education is dependent upon quality educators, both teachers and administrators. Teacher education is rising to meet the public demand for teachers who are masters of basic skills, liberal arts studies, classroom technology applications, subject matter specialities, error diagnosis and remediation prescription, pedagogical innovations, human relations and group process techniques, and mentoring, in addition to more conventional skills.

Attracting capable candidates, preparing teachers equal to today's myriad teaching tasks, retaining quality educators in the schools, and providing professional growth are the current challenges with which teacher education is grappling. Teacher education has become a function of state departments of education and local education agencies in addition to the traditional trainers, institutions of higher education. Redesign or at least reexamination of total teacher preparation programs have been undertaken across the nation.

The Forum on Teacher Education: Reflections on Current Issues brought together 107 educators from colleges of education, local education agencies, state education agencies, teacher associations, and teacher education associations from 14 states. The Forum, cosponsored by the University of Texas R & D Center for Teacher Education and AEL, was held at the Pavilion Tower, Virginia Beach, Virginia, on June 13-14, 1985.

Dialog among representatives of policy, practice, and research was an important element in the Forum's design. Keynote addresses, panel session presentations, and discussion groups attended by all participants focused on the following Purposes:

1. Provide the Region's teachers and teacher educators an opportunity to discuss state-of-the-art thinking about teacher education.

2. Provide participants an opportunity to become aware of effective programs for preservice, induction, and inservice.

3. Provide participants an opportunity to discuss problems associated with implementing new components in teacher education programs from the perspectives of policy, practice, and research.

Keynote addresses by Bob Saunders, Dean of the College of Education, Memphis State University (Preservice); David Bennett, Superintendent of St. Paul, Minnesota, Public Schools (Inservice); and Bob Chase, a teacher and member of the National Education Association Executive Committee (Induction) overviewed recent developments on the national scene in teacher education and described specific programs from the speakers' settings.

Panel presentations by 12 noted educators followed each keynote address and provided policy, practice, and research perspectives. Discussion groups were charged with the development of recommendations for policymakers, practitioners, and researchers in the preservice, inservice, and induction areas. A structured group process including brainstorming, discussion/clarification, and voting led to the development of 90 prioritized and categorized recommendations for teacher education.

The Proceedings Report of the Forum includes the keynote addresses, panel session summaries, the 90 recommendations for policy, practice, and research in preservice, inservice, and induction, and a Synthesis of all events given by Dean Corrigan, Dean of the College of Education at Texas A & M University. The report has been distributed to all Forum participants and to professional organizations and agencies active in the field. AEL expects that Forum insights and the 90 recommendations will echo throughout upcoming action agendas in teacher education. Additional copies of the report may be obtained at no cost from AEL.

PREFACE

Rationale

Excellence in education is dependent upon quality educators, both teachers and administrators. Teacher education must rise to meet the public demand for teachers who are masters of basic skills, liberal arts studies, classroom technology applications, subject matter specialties, error diagnosis and remediation prescription, pedagogical innovations, human relations and group process techniques, and mentoring, in addition to more traditional skills. Recently strengthened certification requirements, coupled with these increased skill requirements, may serve as disincentives to prospective teacher candidates in a decade where student enrollments are beginning a climb projected into the next century.

Attracting capable candidates, preparing teachers equal to today's myriad teaching tasks, retaining quality educators in the schools, and providing professional growth and development are the current challenges with which teacher education is grappling. Teacher education has become a function of state departments of education and local education agencies in addition to the traditional trainers, institutions of higher education. Redesign or at least reexamination of total teacher preparation programs has been undertaken across the nation.

Purposes

The Forum on Teacher Education: Reflections on Current Issues was planned to provide: (1) the Region's teachers and teacher educators an opportunity to discuss state-of-the-art thinking about teacher education; (2) participants an opportunity to become aware of effective programs for preservice, induction, and inservice; and (3) participants an opportunity to discuss problems associated with implementing new components in teacher education programs from perspectives of policy, practice, and research. Following up on the national conference on teacher education "Beyond the Looking Glass," held in Austin, Texas, October 3-5, 1984, and sponsored by the University of Texas R & D Center for Teacher Education and the Southwest Educational Development Laboratory, the Forum was designed as a dialog across research, policy, and practice arenas.

Presentations

The Forum keynote presenters, Bob Saunders, Dean of the College of Education, Memphis State University; David Bennett, St. Paul, Minnesota, School Superintendent; and Bob Chase, National Education Association Executive Committee, were voices of experience from preservice, inservice, and induction perspectives respectively. Their addresses, forming the next three chapters of this report, overviewed recent developments on the national scene in teacher education and described specific program changes and plans for assistance from their own settings. The five-year preservice teacher education program, master teachers as mentors, and beginning teacher assessment and staff development are among the highlighted innovations in the addresses.

Panel presentations following each keynote address provided research, policy, and practice discussions of the central foci--preservice, inservice, and induction teacher education. Twelve noted educators served as panel presenters and their presentations described local education agency, teacher association, college of education, and state department of education efforts and directions for further improvements within the region and across the nation. The panelists are cited and the sessions summarized in Chapter 5 of the report.

Participants

Active participation of all participants was a valued goal of the Forum as set out in the conference purposes. The 107 educators who attended the Forum represented 14 states and held the following roles: 40 members of colleges of education, 46 representatives from all levels within local education agencies, 6 state department of education members, 7 representatives of education associations who are also teachers, 2 representatives of national associations concerned with teacher education, and 6 AEL staff. The diversity of responsibilities enriched dialog across research, policy, and practice perspectives during the discussion groups which followed preservice, inservice, and induction keynote addresses and panel presentations.

Products

The discussion groups were charged with the development of recommendations for researchers, policymakers, and practitioners in the areas of preservice, inservice, and induction. Concurrent sessions of groups of 25 or fewer participants permitted brainstorming, consensus reaching, and voting by each participant to compose the teacher education recommendations. Tabulation of participant voting sheets and analysis of the data yielded 90 prioritized recommendations for teacher education. The recommendations are included as Chapter 6 of this report.

Dean Corrigan's synthesis, based upon keynote addresses, panel presentations, discussion group sessions, and his own experiences on the forefront of change in teacher education, is included in Chapter 7. Aggregated evaluation data from participant evaluation forms are included in the same chapter and will be useful in the planning of future AEL-sponsored events. Goal free evaluation information provided by three external Forum observers, Charles Achilles, College of Education, University of Tennessee; Alice Carter, Director of Education for the Urban League of Pittsburgh; and William Monahan, Dean Emeritus, College of Human Resources and Education, West Virginia University will also be important in assessing the impact of the Forum and structuring conferences in the future.

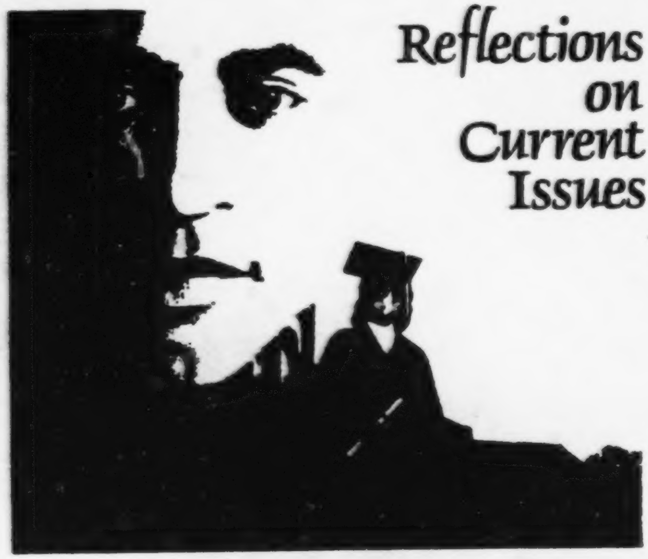
Dissemination

Finally, so that the messages and recommendations developed for and at the Forum might have impact on an even wider audience, this report of the proceedings will be distributed to chief state school officers of the Region, the Council of Chief State School Officers, the National Education Association, the U. S. Department of Education, the National Institute of Education (both sponsors' funding agency), AEL's Board of Directors, colleges of teacher education, state departments of education, and most importantly, to all Forum participants. An announcement of the availability of Forum proceedings will be made in The Link, AEL's research synthesis newsletter which reaches over 1,000 educators.

Follow-up

AEL has requested action reports of teacher education professional development activities, service initiatives, and research efforts undertaken by participants resulting from their participation in the Forum. A structured response form and prepaid envelope were provided with the Forum report to each participant. Analysis of the feedback to AEL will provide further assessment of the Forum's impact and guide future program efforts.

F · O · R · U · M *on* TEACHER EDUCATION:



June 13-14, 1985
Virginia Beach, Virginia

Cosponsored by
Appalachia Educational Laboratory
and
University of Texas R & D Center
for Teacher Education

Funded by the National Institute of Education

Message to Conferees

A Nation at Risk was released in the spring of 1983, at a time when many efforts to improve the nation's elementary and secondary schools were already underway. However, the report of U.S. Secretary of Education T. H. Bell's National Commission on Excellence, and the many other reports calling for educational reform that followed, served to focus widespread attention on the problems of America's public schools. The result, viewed from the vantage point of mid-1985, appears to be a movement toward pervasive and sometimes radical change in the business of schooling. It is too soon to tell just how dramatically our schools will be changed in this current reform movement or what its long-term costs and benefits will be. However, there seems to be little doubt that the current period will be recorded as an era of major change in future histories of American education.

When **A Nation at Risk** and its companion reports calling for educational reform were being issued, it seemed curious to many of us that they focused so exclusively on the ills of elementary and secondary schools. Almost no mention was made of the whole higher education structure that had trained the teachers and other professional educators who operate and manage the public schools. How the many alleged ills of American schools could be illuminated with almost no reflection on the programs of higher education that prepared their staff seems almost uncanny. More recently, however, the reformers' focus has been recalibrated and higher education has received its fair share of demands for change.

One of the earliest major responses to reformers' calls for change in teacher education came in the form of a national conference supported by the National Institute of Education. This conference, "Policies, Practices, and Research in Teacher Education: Beyond the Looking Glass," was hosted in Austin, Texas, on October 3-5, 1984, by the University of Texas' R & D Center for Teacher Education and the Southwest Educational Development Laboratory. A two-dimensional matrix served as the basis for the conference's structure. One dimension dealt with three primary phases of teacher education: (a) preservice, (b) induction, and (c) inservice. The second dimension focused on the (a) policy, (b) research, and (c) practice dimensions of teacher education. Hundreds of the nation's leading educators participated in the Austin conference. A full issue of the **Journal of Teacher Education** was devoted to publication of conference papers and reports. Soon the full proceedings of the conference will be published. Yet this one conference and its direct outcomes are an insufficient base for the change that is needed. Unless discussion of these critical topics is replicated many times over, and many more teachers and teacher educators become involved in the systematic design and implementation of change, needed reforms in teacher education will not be achieved.

AEL's staff have been participant-observers in the recent series of events involving elementary, secondary, and higher education. Our mission is to assist this Region's educators in applying the processes and products of R & D in an effort to improve education. AEL staff spend their time working with personnel in elementary and secondary schools to study the root causes of problems, to develop new solutions, and/or help implement R & D-based changes. In these endeavors, our colleagues from higher education are often involved as well. Therefore, the idea of offering a regional conference on improving teacher education that involves higher education faculty as well as elementary and secondary school teachers and administrators seemed most appropriate to us. We eagerly accepted the R & D Center for Teacher Education's offer to cosponsor a follow-up to their October 1984 conference. While our conference is more limited in scope, it is focused on the same matrix of ideas that undergirded the earlier national event. We hope that you are not only stimulated and informed by participating but that you will join with AEL in an ongoing effort to accomplish meaningful reform in teacher education and, therefore, in classroom practice.

Terry L. Eidell

Terry L. Eidell, Executive Director
Appalachia Educational Laboratory

Conference Purpose:

Provide Region's teachers and teacher educators an opportunity to discuss state-of-the-art thinking about teacher education.

Provide participants an opportunity to become aware of effective programs for preservice, induction, and inservice.

Provide participants an opportunity to discuss problems associated with implementing new components in teacher education programs from perspectives of policy, practice, and research.

AGENDA

Wednesday, June 12

Back Bay Room **8:00 - 10:00 p.m.**	**Registration and Reception** cosponsored by University of Texas R & D Center for Teacher Education, AEL, and Old Dominion University, VA

Thursday, June 13

South Ballroom **7:30 - 8:30 a.m.**	**Registration (continued) and Continental Breakfast**
South Ballroom	**Morning Session**
8:30 - 9:00 a.m.	**Opening Remarks:** Jack Sanders, AEL; Connie Clark, Virginia Education Association; E. E. Brickell, Virginia Beach Public Schools, VA
9:00 - 10:15 a.m.	**Preservice** Keynote Speaker: Bob Saunders, Memphis State, TN
10:30 - 11:30 a.m.	**Panel** (Policy, Practice, Research) Presider: Van Spiva, Old Dominion University, VA Panelists: Ron Adams (Research), Western Kentucky University; Lloyd May (Practice), Louisville Public Schools, KY; Chuck Ruch (Policy), Virginia Commonwealth University
11:30 - 12:30 p.m.	**Discussion Groups**
Rudee Inlet Room	Group A*
Redwing Lake Room	Group B*
Linkhorn Room	Group C*
Chesapeake Room	Group D*
South Ballroom **12:45 - 2:00 p.m.**	**Lunch**
South Ballroom	**Afternoon Session**
2:00 - 3:00 p.m.	**Inservice** Presider: Bill Monahan, West Virginia University Keynote Speaker: David Bennett, St. Paul Public Schools, MN
3:00 - 4:00 p.m.	**Panel** Presider: Bob Richards, VPI & State University, VA Panelists: Bob Smith (Research), VPI & State University, VA; Russell French (Policy), University of Tennessee, Knoxville; Glenn Bowman (Practice), Virginia Education Association
4:00 - 5:15 p.m.	**Discussion Groups**
Redwing Lake Room	Group A*
Linkhorn Room	Group B*
Lynnhaven Room	Group C*
Rudee Inlet Room	Group D*
The Landing **5:30 - 6:30 p.m.**	**Social Hour** cosponsored by University of Texas R & D Center for Teacher Education, AEL, and Old Dominion University

Friday, June 14

South Ballroom **8:30 - 9:00 a.m.**	**Continental Breakfast**
South Ballroom	**Morning Session**
9:00 - 10:00 a.m.	**Induction** Keynote Speaker: Bob Chase, National Education Association, Washington, D.C.
10:00 - 11:00 a.m.	**Panel** Presider: Edgar Sagan, University of Kentucky Panelists: Roger Pankratz (Policy), Western Kentucky University; Henry Marockie (Practice), Ohio County Schools, WV; Joe McCaleb (Research) University of Maryland
11:10 - 12:15 p.m.	**Discussion Groups**
Linkhorn Room	Group A*
South Ballroom	Group B*
Rudee Inlet Room	Group C*
Redwing Lake Room	Group D*
Poolside, 1st Floor **12:30 - 1:15 p.m.**	**Lunch**
South Ballroom **1:15 - 2:00 p.m.**	**Synthesis** Dean Corrigan, Texas A & M University
2:00 p.m.	**Adjournment**
	Evaluation: Chuck Achilles, University of Tennessee, Knoxville; Alice Carter, Urban League, Pittsburgh, PA; Bill Monahan, West Virginia University

***Group Leaders:**

Group A	Marjorie Pike, Tennessee Education Association Ken Underwood, VPI & State University, VA
Group B	Lowell Johnson, West Virginia Education Association Jane Williams, Tennessee Department of Education
Group C	Connie Clark, Virginia Education Association Paul McGhee, Morehead State University, KY
Group D	Jack Barnette, University of Virginia Jack Maynard, Marshall University, WV

THE PRESERVICE EDUCATION OF TEACHERS

Robert L. Saunders

Robert L. Saunders is Dean of the College of Education, Memphis State University, and President of the American Association of Colleges for Teacher Education. This keynote address was prepared for and presented to the Forum on Teacher Education: Reflections on Current Issues, June 13, 1985, Virginia Beach, Virginia, sponsored by the Appalachia Educational Laboratory and the University of Texas R & D Center for Teacher Education.

Introduction

It's nice to be with you today and to be a part of this conference.

What a timely and important topic you selected for me to address. I gladly accepted the invitation, both because I have wanted to contribute as much as I could to AEL and because I wanted to do an update on the research and authoritative opinion on this topic and to put my own views in writing. Parenthetically, my own views have changed a good bit in the last five years and I speak them with a good bit more confidence that I would have just a year or so ago. Fortunately, those of us charged with the awesome task of leading, administering, and orchestrating the education of teachers and those of you charged with the employment, supervision and education of them, have a much better knowledge base to work with than just a few years ago.

I will use only a portion of that knowledge base today--obviously that portion I believe to be most germane to the topic. Naturally, it will be filtered through my biases and philosophical moorings. My comments will be colored further by my experience in the AACTE Task Force on Extened Programs (1984) and the work we have done at Memphis State in making two major changes in our program during the past four years. We made a major change in our four-year program and then decided that it was insufficient, so we plunged headlong into a five-year configuration. I can even show you some bruises and scars, if you would like, from those activities.

My comments are in three categories: (1) what preservice teacher education should do and what it should not be expected to do; (2) the basic ingredients in effective preservice programs, those that will serve education best in the foreseeable future; and (3) some important characteristics of programs which I believe are the kinds needed to prepare teachers for effective teaching in the schools of tomorrow (remembering that teachers entering the classroom now and for the past few years will, if they become a career teachers, spend more than half their career teaching in the 21st century).

One qualification: Mindful that the theme of this includes reference to issues in teacher education, I must confess that I have not organized my remarks directly on that basis. I have not identified particular issues per se and commented on them directly. Rather, I have woven them in, mentioned them in context, and offered some discussion. Dean Corrigan will probably share with you tomorrow his "Baker's Dozen" issues that he feels now pervade the field of teacher education. Several of the issues I deal with in this paper are on Dean's list of 13.

The Role and Function of Preservice Teacher Education

There is widespread, but not unanimous, belief that teachers need to be professionally trained. Some of your harshest critics contend that only a good grounding in liberal arts in the teaching field is necessary. But many others (including, still, most state boards of education and most legislatures) see the need for the professional component. Many of them believe, however, that the professional component is not taught as well as it should be, that it is too large, and that it contains too much "fluff." But, very importantly, most decisionmakers and most policymakers are unwilling to give it up. The reason is, I think, that they are fundamentally afraid to put untrained, uncertified teachers in front of boys and girls. They want a "security check," a reasonable assurance that the teacher novice is not a great risk, an unknown quantity. And herein is one of the most important purposes of preservice teacher education, namely, to enable new teachers to enter the work place with sufficient entry-level skills to permit their entry to be low risk.

And entry-level teachers should not be expected to be much more than that. We have been relatively silent as school boards, employers, and other general public view the beginning teacher as if he/she were a proven experienced veteran.

I illustrate this point with a true story. On the stage one Saturday morning a few years ago at commencement exercises the dean of engineering sitting next to me was grousing about the law school graduates being "hooded," what a "mottly-looking" group they were (with their stacked heels, long hair, etc.). He mumbled to me, "Bob, if you were in serious legal difficulty, would you hire one of these birds to handle your case?" I thought a few minutes and said, "no," rather emphatically. Several thoughts went through my mind. Most of these "birds" won't try a case for several years, some of them never. Certainly none of them would be in court on Monday. But most of our teacher education graduates would be teaching kids their first day on the job--more often than not in the most difficult, least desirable schools and with the heaviest loads. Bordering on criminal treatment, these cases are often the ones critics have in mind when they charge that "teachers can't teach." Even novice doctors have a supervised two-year internship--and that is after seven years of in-class preparation.

My point is twofold: (1) entry level teachers should not be expected to function as experienced professionals, and their early assignments should reflect this contention; and (2) ways must be found to help beginning teachers go through an organized induction program. On this latter point, several of the reform reports recommend the need for better programs of induction. The one Phil Schlecty is putting in place in Louisville, Kentucky, is exciting, I think.

What I have said on this point has strong implications, also, for inservice education programs. We need to do much more in this area, but that's not my assignment here.

To summarize this section, the goal of preservice teacher education should be to prepare entry-level teachers who are well educated in a general sense, in possession of a strong, in-depth grounding in a teaching field (or fields) and who have a good pedagogical grounding. Additionally, entry-level teachers need to have both the ability and the desire to develop professionally through the years, to learn on the job, to increase their knowledge base (in all three component areas) by reflective experience and by further study, both formal and informal.

What kind of a preparation program is needed to do this? That is my next category of comments.

The Nature and Composition of Effective Preservice Preparation Programs

There is no single model that all of us will buy into. Nor should we, given that no single model has emerged from research, from authoritative opinion, or from best practice. But there is general agreement around on the few (three to six) basic components of a solid teacher education program and there is growing agreement about what should be in each component.

Perhaps the nearest thing teacher education has to the famous Flexner Report on medical education is the AACTE Bicentennial Commission Report on Educating a Profession (1976). That report identified four major components of the preservice program: General or Liberal Studies, Academic Specialization(s), The Foundations of Education, and the Professional Knowledge Base. In 1980 this work was expanded in an important document titled "A Common Body of Practice for Teachers: The Challenge of PL94-142 to Teacher Education (1980)." The report lists the following five components:

1. General/Liberal Studies;

2. Subject Speciality(ies);

3. Undergirding Disciplines (Pre-Ed) (Psychology, Anthopology, Sociology, etc.);
4. Educational Foundations; and
5. Professional Studies--knowledge, strategies, models, attitudes/values.

Note that clinical, internship, laboratory, and field studies are properly shown in this report as instructional modes, not as components.

Your own Bill Monahan has reported that it is well established that professional teacher education programs have four basic components of academic pursuit, namely: (1) general education, (2) teaching field(s) content, (3) professional studies, and (4) clinical experience is an instructional mode.

In 1982 an AACTE Task Force produced a fine report on the profile of the beginning teacher (1982). The report identified four major components of teacher preparation, as follows:

1. General Education,
2. Disciplines Undergirding Education (Preprofessional),
3. Academic Specialization(s), and
4. Professional Studies.

This report went on to profile the nature and type of studies subsumed under each of these headings. It is a fine report and I recommend it to you.

There is no need to dwell further on taxonomy. What I want to do next is to talk about what should go into these major components, in other words, to be more specific about the subject matter of preservice teacher education. Later I will address the competencies that beginning teachers should possess as a consequence of these studies. I'll use the taxonomy offered by the AACTE Task Force on the profile of the beginning teacher to deal with both the subject matter and the competencies.

General Education/Liberal Studies

This is a very important area, one that hour-wise has been treated rather satisfactorily in teacher education but in recent years has deteriorated in terms of course nature and purpose. It has been victimized to some extent by turf fights, by the increasing trend in arts and science colleges for their majors to be more career-oriented. And by the use of courses as prerequisites for specialized study rather than for general, liberating purposes.

Most of us would agree with Boyer's (1981) statements about what general education should provide, namely, knowledge that enables students to understand themselves, their society, and the world in which they live. Such studies, Boyer contends, should serve as a tool throughout life to solve problems, to think critically, and to comprehend past, present, and future events. He identifies six fundamental, interrelated areas necessary to do this for students. These areas are: (1) communication, (2) understanding the importance of groups and institutions, (3) understanding the relationship of society and work, (4) understanding the relationship of nature and universe, (5) understanding the relationship of time and civilization, and (6) understanding shared values and beliefs. I subscribe to Boyer's statement; it sets forth a kind of general education program that, if taught properly would do wonders for teachers--and others.

There is, unfortunately, a great difference in what we see posing as general education/liberal studies and the kind of curriculum Boyer proposes. Typically, this component consists of 45-60 semester hours of fragmented, largely unrelated, courses which add up to whatever the student is able to make them do. Not only are our present courses disjointed and fragmented, but too often they are confined to lower division, survey-type courses. As noted above, more often than not their real purpose is one of a prerequisite, leading to another course on a linear scale and on to a graduate major, which in turn leads to an advanced graduate major.

We in teacher education compound the problem by permitting sizeable chunks of general education to be used as part of the teaching field(s) content--add a few more courses in social studies to the general education requirement and you have a teaching endorsement. This practice is abominable--on two counts, but it goes on in most states even today.

We need very badly to improve our programs in general education. It's one of the messages--perhaps the major one--being given us by state boards of education and legislatures in their mandating of standardized tests for both the admission into and graduation from teacher education programs.

To summarize this section, I use a phrase for the very report by the National Commission for Excellence in Teacher Education (1985). Titled "A Call for Change in Teacher Education," the report, in addressing the matter of general education, stresses the importance of a "cohesive, planned program--not merely an accumulation of courses scattered across a large number of departments." More from this report later.

Undergirding Discipline/Preprofessional Studies

This component has just recently surfaced as a visible component of teacher education. Formerly it was subsumed under general education in some institutions and in others treated as professional studies. (Foundations professors like to say that they must spend half of their time teaching students the undergirding disciplines before they can teach pedagogical applications and implications.)

In any event, too little has been done with this component. Not unlike medical practice, pedagogy is largely an applied science--and art. It has predicates, underpinning upon which its theories and formulations are based. It is not good enough to place this subject matter in the hands of general education professors. Neither is there enough time and space to attend to them within the professional studies component.

Again I use the Profile of the Beginning Teacher to specify further the nature and purpose of the undergirding disciplines. The Profile recommends studies in anthropology, philosophy, psychology, and sociology, among others, because they offer contextual knowledge that undergirds professional practice in teaching as well as in other social professions. As a result of these studies, the report contends, teacher candidates should:

1. understand the principles and modes of inquiry that illuminate human behavior, cultural influences, social institutions, and significant political, economic, and philosophical systems;
2. understand the major human and technological factors that foster and inhibit effective communication among individuals and social groups; and
3. gain a sense of the disciplinary roots of professional practice shared by teachers and other human service professionals.

In other words, just as engineering depends upon preprofessional studies in physics, chemistry and mathematics; and medicine upon chemistry, biology, and physiology, so are studies in pedagogy dependent upon the social and behavioral sciences, particularily the disciplines of psychology, sociology, anthropology, political science, and economics. Without these studies, the professional component of the teacher's preparation is built upon a weak foundation.

Academic Specializations(s)

Absolutely essential in the preparation of both elementary and secondary school teaching is the in-depth study of academic disciplines designed to contribute to those portions of the school curriculum for which a teacher has instructional responsibility. An either-or view of content and method in the preparation of teachers is both false and dangerous! Effective teachers possess knowledge of the subject matter as well as pedagogical knowledge and skills.

Teachers also need knowledge about the knowledge of their teaching field subject matter--the elements of subject matter, its logical structure, uses, modes of inquiry, and ways in which information is manipulated and dependability determined. Denemark and Nutter (1980) made this important point several years ago.

Although academic majors are most often recommended for secondary teacher preparation, such in-depth study could be of great value to elementary teachers--if it is not gained at the expense of a broader-ranging exposure to other subject fields included in the teacher's assignment, and if the staffing pattern of employing school systems takes into account the need for balance among the specialty areas of the teachers recruited. In fact, the report, "A Call for Change in Teacher Education," referred to earlier, advocates an academic major even for elementary school teachers.

The specialization is the subject of much criticism currently--and one in which teacher educators often feel that they are in a "Catch 22" situation. Many of us would gladly restrict students to a single teaching field in order for them to obtain an in-depth academic major equal to or even greater than the parallel major in arts and sciences. This makes good sense. But is is extremely difficult to do this in the face of demands from employing school boards and administrators who often prefer versatile teachers, persons who can teach in two fields, even a third, and occasionally a fourth field. There is simply no way to do this within a four-year curriculum, or even in a five-year curriculum if we want real depth in a teaching field. It should come as no surpise that virtually every state certification program permits subject certification with rather low requirements--often little more than the courses taken to meet degree requirements in general education. Our critics should keep this in mind when they assert that teachers don't know their subject matter Indeed, some do not--for reasons just mentioned.

Professional Studies

This component is also one that our critics have a field day with, asserting that it is too large, too "fluffy", little more than conventional wisdom, and an area of study which, if eliminated, would literally entice hordes of highly qualified arts and science majors into teaching. For a variety of reasons, this matter has been the battleground for continuous warfare between arts and science professors and educationists (as they often like to call us).

I will resist the temptation to use this occasion to fire salvos at our critics. Instead, I will suggest what this component should do for students, identify some of our vulnerabilities and shortcomings, and suggest a few urgently needed corrections--reforms if you please.

First, a brief historical perspective, taken largely from the 1982 AACTE Task Force Report on extended programs. Teacher education has evolved more slowly than most other professions; however, at several points preparation programs were significantly strengthened and extended. Although a few normal schools were in existence by the mid-1880s, and a university chair of pedagogy was established as early as 1879 (at the University of Michigan), teacher training attained postsecondary status in a universal sense only about the turn of this century when two-year postsecondary normal schools became commonplace. The normal schools have replaced "teacher institutes," an earlier model that ranged in duration across the country from several days to several months. About a fourth of the curricula of the normal schools was devoted to pedagogy.

By the mid-1920s normal schools had been extended into teachers colleges, with four-year curricula. Although the proportion of the curriculum devoted to pedagogy remained about the same, a doubling effect actually occurred due to the change from a two-year to a four-year curriculum. This significant extension of programs took about two decades to occur. It is important to remember that during this period teachers certificated through the normal schools worked side-by-side with those certificated through the four-year teachers colleges, in the same way that graduates of teacher institutes remained in the profession long after the entry of normal school graduates. Departments of education in colleges and universities experienced similar beginnings and were transformed into schools and colleges of education in a manner similar to the changes just described.

The historical perspective helps make the point that, during its relatively short existence, teacher preparation has experienced two major extensions. Both extensions occurred within periods of societal concern about education. Are societal concerns presently being expressed telling us to make another giant step? I think so.

There is a knowledge base for professional studies, a rather substantial one, in fact, as B.O. Smith points out in his very helpful book, A Design for a School of Pedagogy (1980):

> If the history of medical education has any lesson for us, it is that the problem with pedagogical education is not the lack of knowledge so much as the lack of will to institutionalize what we know into an effective program of pedagogical education.

In an article written a few years ago by Bill Monahan, titled "Straight Talk about Teacher Education," he said, "It is not that we don't know how to prepare teachers, but rather that we don't do what we know how to do." How true. There are several reasons why we don't, some our fault and others beyond our control. Bill was talking about the obsolescence of four-year programs, which is a major obstacle and one about which I will comment later.

I want to talk now about what the professional studies component should consist of, what it should do for students seeking to become teachers, and what sorts of enabling changes must be made if sound, effective, and credible programs are to become commonplace. I could cite a dozen or two formats and designs, but time and energy permit only two or three.

First, I will use NCATE's definition of professional studies. I use this source because it is new (adopted by the Council just five days ago in St. Louis) and because it is the product of years of intensive study by dozens of our most learned colleagues in teacher education, colleagues in the various specialty groups, and in the K-12 sector.

The NCATE Redesign (1985) defines professional studies through its standards and programmatic expectations. Only a brief synopsis is possible here. Although NCATE has standards and expectations for all aspects of the preparation programs, e.g., general education, academic specialization, relationship to the world of practice, etc., I am using only the professional studies component.

> NCATE's standards add up to the following definition of the nature and purpose of the professional studies component: "The professional studies component is expected to prepare education students to work effectively in their professional education roles. It should be a well-planned sequence of courses and experiences consisting of both cognitive knowledge about education and clinical knowledge derived from professional practice in schools. The course offerings and experiences should demonstrate the relation of appropriate knowledge to the realities of practice in schools and classrooms."

The several criteria used to explicate this broad standard reflects NCATE's conceptualization of the professional studies component, as follows:

1. Each course and experience of the professional studies component is built upon and reflects a defensible knowledge base.

2. The component must include knowledge about the social, historical, and philosophical foundations of education; theories of human development and learning; research- and experience-based principles of effective practice; the impact of technology and societal changes on schools; evaluations, inquiry, and research; and educational policy. Courses and experiences support the development of independent thinking, effective communication, the making of relevant judgments, professional collaboration,

effective participation in the educational system, and the discrimination of values in the educational area.

3. The professional studies component must provide knowledge about and appropriate skills in learning theory; educational goals and objectives; cultural influences on learning; curriculum planning and design; instructional techniques; planning and management of instruction; design and use of evaluation and measurement methods; classroom and behavior management; instructional strategies for exceptionalities; classrooms and schools as social systems; school law; instructional technology; and collaborative and consultative skills. Courses and experiences ensure the development of classroom and time management, effective communication, knowledge of different learning styles, teaching strategies, and assessment techniques.

4. The curriculum must include clinical and field-based experiences throughout the professional preparation program to provide sufficient opportunities for the application and evaluation of the theories that are being taught.

A second model comes from my own state of Tennessee. We may be the only state that has statutorily defined teacher competencies and behaviors which research suggests are correlated positively with student learning. These competencies and behaviors have been translated into criteria for use in determining which teachers may be tenured, which can be given a professional certificate, and those who will not be permitted to continue teaching. The criteria are used also to evaluate teachers in connection with the new Tennessee Career Ladder for Teachers. It is important to note that the expectations are stated in terms of behaviors and practices--not in terms of courses and credits. All departments of education in Tennessee state colleges must, if they want to stay in business, see that their program in professional studies enables teachers to meet these criteria.

The Tennessee Career Ladder Evaluation System evaluates teaching skills and knowledge in six domains:

1. Planning for instruction,

2. Delivery of instruction (teaching strategies),

3. Evaluation of student progress,

4. Classroom management,

5. Professional leadership, and

6. Basic communication skills.

These six domains incorporate a total of 18 specific competencies, which, in turn, include 87 "indicators and measurement statements."

Third, the program model I carry around in my pocket and believe in most strongly is the one we recently implemented at Memphis State. We developed and implemented it in two phases. We spent about two years synthesizing research findings and authoritative findings on teacher preparation and incorporated them in an undergraduate, three-tiered program. The first tier consists of generic, core courses and experiences we believe, according to our research, were the essence of pedagogical training--what all teachers needed to know and be able to do irrespective of their teaching area or level and whether it be in "regular schools" or in "non-school settings." The second tier is semi-generic, i.e., those courses and experiences that are needed for teaching in K-12 settings as contrasted to these needed by teachers in non-school settings. The third tier is the specialization subcomponent, knowledge and skills needed for specialized roles, e.g., senior high school math, K-12 music, etc. Once we got going with this new program we began the process of transforming our preservice teacher education into a five-year program--the "4 + 1" variety. The move required our compressing the professional studies component a bit, elevating the level and sophistication of its content, transferring the specialization component to the work place (where it will be taught by master teachers within a full-year, full-time internship, and significantly expanding the general education component and the teaching field component by requiring the baccalaureate degree in the teaching field(s).

The professional studies program is built on top of a 10 semester hour preprofessional studies base that includes human development and learning theory, principles of teaching and learning, and in-school laboratory and clinical experiences. Our professional studies component is categorized as follows:

1. Generic studies in professional education including:
    a. The social, philosophical, theoretical foundations of education with emphasis on current trends, issues, and problems in education, multicultural considerations, and the role of schools and teachers in American society,

    b. Principles of human development and learning theory applied to teaching,

    c. Handicapping and exceptional conditions of students and their implication for teaching and learning,

    d. Interaction and intervention strategies with students, parents, teachers, and other professionals, and

    e. Instructional strategies and materials (including computer usage and the utilization of other media and technology), reading in the content field, classroom organization and management, measurement and evaluation, and curriculum planning, strategies and resources applicable to the field(s) of teaching specialization;

2. A full-day, 36-week internship under a master teacher (Tennessee Career Level III), including specialized instructional strategies, curriculum development, material development and utilization, and direct teaching;

3. Research design and methodology; and

4. Thesis.

Graduate-level study in the teaching field is also required--eight semester hours for students who come into the M.A.T. after having completed the preprofessional studies block, or five hours for students who enter without the preprofessional block.

The degree requires 45 semester hours and can be completed during a 15-month period. Clusters of 20 students are admitted only in June of each year. Graduates of the M.A.T. are eligible for certification in Tennessee as an apprentice teacher, being allowed to count their year's internship as the probationary year now required for all beginning teachers in Tennessee.

As I said, this is the kind of program I feel best about. It is on the cutting edge and, I'm convinced, the type of program necessary to prepare teachers for the world of tomorrow. I am further convinced that this kind of program will earn the respect and support of taxpayers and legislators. Our program has engendered more positive support from university officials, governing boards, regulatory commissions, and state political leaders than any educational creation I have been associated with in my 28 years in teacher education. I recommend it highly and our recipe is available without charge!

Now in conclusion, I want to list a few admonitions and precautions contained in the seemingly endless list of reports coming out on education.

Admonitions and Precautions

1. Pat Graham of Harvard writing recently in Education Week (1985) admonishes us not to rush into more gimmickry and mechanistic changes, which might cause us to overlook the real purposes of education. She says further that discussion about either curriculum or pedagogy is vacuous unless we have some agreement about why we educate.

2. Ernest Boyer (1984) exhorts us to go post-baccalaureate in our training programs, utilize schools (internships) more extensively and more effectively in preparing teachers, and require an academic major and an academic degree as a prerequisite for graduate-level preservice teacher education. Obviously I agree with those recommendations since our new program is built along these same lines. (You won't believe it, but our design was on paper before Boyer's book on the high school was published. We've accused him of plagiarizing our model--just kidding, of course.)

3. Gary Griffin (1984) new Dean of education at the University of Illinois, Chicago Circle, stresses the crucial rise of the induction period in the preparation of teachers and urges us to define and operationalize teacher education broadly enough to include an induction period as a part of the preparation program. Phil Schlechty (1984) reinforces this point by advocating the use of career ladders and differentiated staffing patterns in schools in the preparation of teaching.

4. A Call For Change in Teacher Education (1985) recommends that each teacher education program "should be an exacting, intellectually challenging integration of liberal studies, subject specialization from which school curricula are drawn, and content and skills of professional education." Nine of the 17 members of the Commission believed that the Commission's recommendations "were not far reaching enough, especially in regard to issues of the liberal education of teachers and the amount of time needed to properly prepare teachers." The nine members inserted a "minority" report which recommended: (1) an in-depth study (major) of at least one academic subject, for both elementary and secondary teachers; and (2) that a minimum of four years be devoted to the liberal arts component and a minimum of five years to the total program. Again, you would expect me to strongly concur--and I do.

5. In our efforts to refashion and improve teacher education programs we should heed the good advice offered frequently by our colleagues in the K-12 sector. Bernadette Marczely (a high school principal in Ridgefield, CT), writing in the current issue of the Kappan (1985), offers this advice about teaching field preparation and also about the professional education component:

   > (1) As a principal, I yearn for the day when prospective teachers will come to interviews with transcripts that reflect a proud appreciation of their chosen profession. Don't ask me to share in the hypocrisy of easy certification programs

by pretending that 18 hours of freshman-level math courses can produce an informed, qualified high school math teacher or that physical education courses dealing with muscular development can give a teacher candidate the subject-matter knowledge needed for dual certification in biology and physical education.

(2) Next, I hope that education courses can be made truly relevant. It is a fallacy to believe that courses conducted in a college classroom can teach students how to teach in elementary and secondary classrooms or that a three- or six-month student teaching experience is adequate exposure to the real world of teaching. The art of teaching can only be learned in a real classroom, in which one first spends a sustained period in observation, followed by a sustained period in direct experience.

(3) Effective teacher education programs must seek more than just a passing acquaintance with successful practicing teachers. Successful practicing teachers should be important participants in every teacher education program--an adjunct faculty, if you will. This new role would set the stage for the most relevant and vital part of teacher preparation. Like aspiring doctors in a residency program, aspiring teachers have the opportunity to learn in the very setting in which they are expected to practice--and to learn from the practicing experts in their chosen field.

Those institutions that have the guts to follow these admonitions and are willing to pay the price in terms of credit hour reduction, reduced faculty size, etc., will grow immeasurably in program quality and credibility! I hope that most, if not all of us, in teacher education will be able and willing to do so.

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IMPROVING INSERVICE AND STAFF DEVELOPMENT

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David A. Bennett is Superintendent of St. Paul, Minnesota, Public Schools. This keynote address was prepared for and presented to the Forum on Teacher Education: Reflections on Current Issues, June 13, 1985, Virginia Beach, Virginia, sponsored by the Appalachia Educational Laboratory and the University of Texas R & D Center for Teacher Education.

I would like to review three basic areas under the topic of inservice and staff development:

1. The significant research in the area of staff development and inservice;

2. The content of staff development programs (I recognize that staff development is a process, but I believe that the content is becoming so apparent that we need to talk about this content in the perspective of the topic.); and

3. The specific implementation of staff development programs.

Research

Ken Howey, in the Journal of Teacher Education, in an article titled "Six Major Functions of Staff Development: An Expanded Imperative" (January/February 1985 issue), writes:

> Staff development is broadly defined in this paper as activities pursued by teachers, either individually or alone, to enhance their capacity as professionals, after they have obtained licensure and become professional practitioners.

While there is a distinction between staff development and professional preparation programs, it is worth noting that there is a conscious blurring of distinction undoubtedly to the benefit of both segments of the professional development process.

Gall, Haisley, Baker, and Perez (1984) note that inservice education is often pablum.

> Our hunch is that inservice education, however it is originally conceived, becomes bent to the prevailing patterns of

> school system functions. Inservice education appears largely designed to be unintrusive and undemanding of teachers. It reinforces prevailing curriculum and instruction and is not intended to alter them in a fundamental way. The focus of inservice instruction on the educational process, rather than instructional outcomes, is a major indicator that it is not intended to challenge the prevailing system.

Another indicator of lack of challenge is the fact that teachers feel adequately prepared in the majority of inservice activities, even before they begin participation.

One of the more important studies of inservice was conducted by the Rand Corporation in 1974. That study took a look at 225 federally funded inservice programs over a longitudinal period. They summarize the successful elements under the following topics: teacher commitment, implementation strategies, institutional leadership, and teacher characteristics.

Teacher commitment, of course, was found to be an extraordinarily important part of successful staff development program and process. The Rand Study found there must be clear district-level support for the inservice program, and this must be communicated early and often. The Rand Study investigated both top down and bottom up organization of inservice and found that both of these approaches were not as successful as a collaborative approach involving the mixing of top level and grass roots individuals. There was also an interesting finding on the scope of the inservice process. Complex, ambitious projects were more successful than the routine and narrowly focused ones. The findings also supported the importance of intrinsic professional rewards. Teachers who received extra pay for training were less likely to report a high percentage of project goals achieved. They also reported less achievement in student performance. In other words, when staff were caught up in a subject which they viewed as having large scale significance and importance, they were more likely to review the programs successfully.

With regard to implementation strategies, the Rand Study found that skill-specific training, while successful, was only successful for short durations. The training that had as its objective a broader impact also had a more durable impact. There also seemed to be a clear need for follow-up and continued staff support of the initial training. In fact, without this follow-up over time, the changed practice reverted to previous practice.

Under the topic of institutional leadership, the Rand Study noted that staff development work is often not done under the normal kind of supervisory/subordinate relationships but frequently under the leadership of a project director. The competence and energy of the project director was an important variable, but the effectiveness of the project director had no relationship to project continuation or to teacher change. Support and interest of central office staff, however, were found to be very important. Project activities were unlikely to continue without the involvement and support of district administrators, but the attitude and active support of the building principal was even more critical to long-term results of the change process. This research is consistent with subsequent findings in the effective school literature that emphasize the importance of the role of the principal in setting the direction and tone for institutional change.

Finally, under teacher characteristics, the Rand Study found that the most powerful teacher attribute was what they called the teacher's sense of efficacy--the belief that a teacher can help even the most difficult and unmotivated students. This concept might be better understood by a contrasting notion of powerlessness. I use the term "powerlessness" to describe what I believe is the frustration that so many teachers face in their day-to-day activities, carried over to the staff development situation. Staff inservice activities essentially fight the teacher's sense of powerlessness with respect to controlling their own professional lives. Inservice programs definitely need to pay attention to the empowerment of teachers in the process of reconnecting them with the belief that their actions have meaning for themselves and for their students.

Bruce Joyce has written extensively on the topic of inservice. Joyce is recognized for his use of the term "coaching." In an article in Educational Leadership in February 1980, Joyce and Beverly Showers conclude that presentation is the most common form of inservice and, as a technique in the inservice process, they concluded that it was not very powerful, except to the degree it contributees to awareness. Inservice that relies exclusively on presentation can expect about a 10% implementation from an audience. Joyce and Showers also reviewed the use of modeling and demonstration. Modeling has some impact on teacher awareness and some teacher knowledge, but modeling by itself is unlikely to result in acquisition or transfer of skills unless accompanied by other components. Practice is the third point which they suggest would be necessary and as an addition to any comprehensive inservice program. Practice, they argue, is an effective and efficient way of acquiring skills and strategies, and a sizeable percentage of teachers will begin to transfer skills into their instructional situations as the result of their use of practice. Feedback, particularly structured feedback, Joyce and Showers argue, has considerable beneficial effects on increasing teachers' awareness of their own behaviors and consequently on improving teacher behavior. When combined with practice, regular feedback is necessary if teachers are to maintain the skills they have acquired.

Finally, Joyce and Showers argue on behalf of coaching. Coaching is a classroom opportunity for teachers to work with respected individuals in direct practice and feedback situations. Joyce and Showers conclude that combined with other factors, coaching can be a powerful device. While some critics have argued that coaching is not as effective as Joyce's research would suggest, Joyce has responded, "Yes, but it matters who the coach is."

Finally, the work of both Georgea Sparks and Fred Wood have stressed the importance of a staff development program that is school-based. Sparks' research argues that the individual, not the system, is the organic unit of change. She concludes that change must be structured to involve the total dynamic of the school--not just one segment of it, but all of it. She warns against the single powerful innovation that cannot sustain lasting change.

Sparks notes that leadership (support of the building principal) is essential and that the preferred locus of school improvement, that is, the real target of school improvement, is the teachers. School improvement must be brought about by existing staff, argues Spark. There are no messiahs out there who can offer benedictions and lasting important changes in a school or school system.

I won't summarize the work of Madeline Hunter. My assumption is that most professionals are quite familiar with her work. I think, without question, that the most profound impact in the schools today, in terms of the direct relationship between theory and practice, is the widespread use of the Madeline Hunter videotapes.

The Content of Staff Development Programs

With respect to the staff development content, I think it is too often the case that the potentially significant machinery of staff development is focused on trivial issues. As school systems self-consciously focus on school improvement, the subject worthy of the staff development mechanisms are appropriately joined. It is frequently the case that the individual in charge of staff development in large urban school systems is one of those inextricably linked to the school improvement effort.

In 1978, I was attending a CEMREL-sponsored conference in St. Louis. I had been working as a representative of the Milwaukee system to the urban education program developed by CEMREL. As a part of the summer conference on school improvement, Ronald Edmonds was invited to speak to the audience. His simple, compelling message was that all students can learn, and they can learn all the important things that schools have to teach them. This creates the obligation and responsibility for educators to bring students to levels of knowledge and understanding irrespective of family background.

In 1980, in a commissioned paper for NIE titled "Educational Adequacy," I defined an effective school in this manner:

> I shall define an effective school as one that produces an educational result for the vast majority of its students in excess of a predetermined level acceptable to the community served by the school, and one where there is no predictable

> relationship between pupil achievement and socioeconomic or racial status.

While a number of schools can satisfy the first half of the definition by bringing most students to a predetermined level of achievement, these same schools often fail to distribute this success equally across all classes of students. We need to disaggregate scores and compare the achievement of low and high S.E.S. groups to determine the real results of instruction. Edmonds and others writing in the area of school effectiveness have all cited the seminal work of Weber in 1971 titled "Innercity Children Can Be Taught--Four Successful Schools." Weber found these common characteristics of the four innercity schools studied: (1) strong instructional leadership in the person of the principal; (2) high expectations for all students; (3) an orderly, quiet, pleasant school atmosphere; (4) strong emphasis on student acquisition of reading skills; and (5) frequent evaluation of student progress. These conclusions are very close to the five correlates that Edmonds found.

The first two major implementations of the school effectiveness strategies were in New York with the program administered directly by Edmonds titled "School Improvement Project" (S.I.P.) and the RISE program in Milwaukee. Both projects were begun in 1979. RISE is an acronym for Rising to Individual Scholastic Excellence. Project RISE involved 18 elementary schools and two middle schools. The results of that work are published in numerous places and the most updated reference is in Educational Leadership in March 1985, in an article by Maureen McCormack-Larkin. The statistical results of the program are significant and speak for themselves. I would prefer to reflect upon my experiences with the program and people in it to more fully portray the beneficial consequences to the Milwaukee School System.

Staff development research indicates that the initiating step is a very important one. If the initiation is not done well, you often have failure down the road. Initiation of project RISE could not have been worse. Teachers and principals found out that they were part of project RISE by reading about it in the newspaper. It took almost a year for principals and staff to get over this inappropriate enunciation of the project. Project personnel often faced a hostile audience who questioned why they were singled out for this critical attention.

However, the project in its second year clearly began to strengthen as the principals came together to support one another in their school initiatives. Also, school staffs began seeing rather short-term successes in their improved teaching strategies, and a core of supporters began to develop in each school. Edmonds was fond of asking the question, "How many times and in how many places do we need to see the anomaly of high achievement and low socioeconomic conditions in order to prove the possibility?" To his own rhetorical question, Edmonds answered, "Just one." As teachers began seeing successes first with individual students and then whole classes, the enthusiasm for the project grew. As Deputy Superintendent, I met with the principals of the 20 schools at the end of each project year. Principals would tell me (many of them 30-year veterans in the school system) that their experiences under the project had been the most meaningful of their professional lives. In many cases, the principals found themselves being invited into classrooms to observe and help teachers.

Implementation of an Effective School-Based Staff Development Model

1. While the literature on effective schools makes many references to successful effective schools models, rarely has reference been made to the potential problems in implementation. What began in New York and Milwaukee is now found in approximately 2,200 separate school effectiveness projects across the country. Anyone interested in the human dimension of the school effectiveness model would be wise to consider some of these potential difficulties: Beware of the BOHICA syndrome. That's an acronym for "Bend over, here it comes again." Too often the school effectiveness project is seen by the staff as the latest in an array of fads that are best received by waiting them out. There is probably less of this kind of resistance now than there was four or five years ago because teachers do come in contact with the overwhelming evidence of the success of school effectiveness endeavors. However, it is important to bring this prospective to teachers so that they can understand that this innovation is larger than their school district or some temporal fad.

2. The second issue arises in the implementation in regard to those who are early and vociferous converts versus those who are skeptical and remain resistant to change. While the sins of those who resist the change are easily identifiable, those who are part of the converted group can be equally obnoxious in their behavior. Their proselytizing on behalf of the effective schools movement often make it more difficult for the administrators to bring about the conversion of the uninitiated.

3. A third observation is a curious one that arises in the course of implementation of effective schools strategy.

   The school improvement process can become introverted in itself to the extent that there is a closing out of the community involvement process. While this introspection and commitment to professional effectiveness is noble, the closing of the door to the community is an unfortunate, if unintended, consequence. This consequence may be the result of the overemphasis on self-reliance that comes with improving the teacher expectation for students and in making the teachers feel more comfortable and more responsible for the educational outcomes of their students. There is a noncomitant message that a child's home circumstance should not be an excuse for ineffective instruction. However, what is ignored in this approach is the important contribution the home can make to the educational outcome in schools. This is not denying the importance and the independent relevance of what goes on in schools, but simply a statement to the effect that when there is support in the home, it makes the school work more effectively, and it is the obligation of the school to exhaust the possibilities of home support. In the May 1984 article in Educational Leadership titled "Improving the Productivity of America's Schools," Herb Walberg points to what he calls the alterable home variable. He argues that schools can reach into the homes and help convince parents to turn off the television set and support the homework activities assigned by the school. He concludes that homework done seriously and graded by the teacher has an effect two times more powerful than socioeconomic status in terms of pupil outcomes. This emphasizes the fact that there is a great resource in home support, and we ought to use it and not block it out.

4. The fourth point is the matter of discouragement. The proselytes in effective schooling have so oversold the effectiveness of the approach that many teachers have difficulty in dealing with discouragement and setbacks in the process. There is more than simply believing in the heart of the mind that all students can learn. There is the day-to-day hard work in creating this reality.

5. There is a tendency of the school effectiveness program to narrow the focus on basic skills. On the one hand, there is an obvious benefit in narrowing the focus of the curriculum to make sure that schools do well those things that reputedly and unmistakably they are responsible for doing. On the other hand, the creation of imbalanced curriculum does not serve the broad liberal arts needs of a traditional K-12 education. Most recently we have seen efforts to include in a handful of school effectiveness projects special attention to higher order critical thinking skills. A direct approach to teaching of critical thinking skills has become more popular as more materials have come on the scene. In a recent meeting of urban curriculum leaders sponsored by A.S.C.D., each of the 22 cities indicated a critical thinking skills project as a natural outgrowth of their existing school effectiveness program.

6. A sixth problem arises out of the implied criticism of teachers and principals in the effective schooling process. Because the effective schooling movement places so much emphasis on the important role of leadership from the principals and the responsibility teachers must take for the effective learning of all students, staff conclude that they are failing the students. This business of blaming can be very destructive, and I suggest that a staff development program must work seriously to include the pronoun "we" rather than "you" in describing responsibility. It is necessary to develop a feeling that central office staff, community, and board are all working together for the common cause and to do what we can to reduce the feelings of isolation that will occur among teachers and principals if they are identified as the chief source of ineffectiveness.

7. There is also a danger of a project mentality entering the effective schools effort. School effectiveness has rarely been a systemwide project, particularly in large cities. In most cases a handful of schools have been involved in initial efforts. There occurs then an obvious dislocation between the project and the rest of the system. To cite a very specific example, in 1979 at the initiation period of project RISE, the 18 elementary principals came to the conclusion that they wished to adopt a single basal reader for project schools. The system had up until that time supported a multitext approach to the teaching of reading. They made their choice in 1979 for a particular basal. A year later the system as a whole decided a single basal was appropriate for the entire school system and through a text adoption process, chose a different basal. The project decision was ultimately out of synchronization with the rest of the school system, thus causing the project to have to abandon its particular basal choice. So, problems of coordination and cooperation with the project and the larger system will undoubtedly frustrate some very important efforts.

8. The eighth point has to do with poor initiating activity. I mentioned earlier the problems with initiating the project in Milwaukee, namely, that school staff found out about the project through the local newspaper. In another small suburban district located outside the city of Portland, the staff was reputedly two years into the staff effectiveness effort without a superintendent or any other authority in the system formally announcing this project to the system as a whole and particularly to the community. Those principals had a feeling of having to carry the burden of initiation on their own. Milwaukee, after its shaky start, greatly benefited from the visits of the late Ron Edmonds, who on two separate occasions spoke to large audiences of staff to create the appropriate initiating climate. Finally, it should be mentioned that we have a research predicament in that more is known about effective schooling at the elementary level than at the secondary level. It is fortunate that recent activity has increasingly concentrated on the secondary level. Of particular interest to me is the work of Bob Blum of the Northwest Regional Laboratory with his Alaska project. It should also be pointed out that in this context the research is primarily based upon city school districts and city children. While we can generally expect some application in suburban school districts, one should be cautious about the applicability of all findings. For example, the research on direct instruction does not support its applying to higher socioeconomic students and yet in the sweeping fervor of effective schooling, the suburban schools are often caught up in inappropriate instructional practices because research had demonstrated the effectiveness of the practice in another environment.

Implementation of a Staff Development Plan

In implementing a staff development program, it is important to see the staff development effort in the context of the major goals and planning process of the school system. The ideas in this section draw heavily upon the views of Dr. Fred Wood. Dr. Wood recently completed a study of staff development needs in the St. Paul system at the request of the superintendent. The review served the purpose of outlining our staff development direction in the context of our school system goals. In Wood's observations on the St. Paul system, he found a number of areas that needed attention in order for there to be successful staff development.

1. Dr. Wood found no overall district or school staff development plan at the St. Paul system. (Of course, the lack of a plan was the motivation for bringing in Dr. Wood in the first place.) The lack of a school district plan is more the rule than the exception. Anyone interested in improving staff development in his/her respective district would do well to begin by investigating whether or not there is a staff development plan.

2. Wood found that there was a severe lack of resources and support for staff development at the district level. It is often the case that school districts have underfinanced their staff development efforts.

3. Staff members were found to have little knowledge about potential providers of staff development within the district or outside of it.

4. Wood found that there was no districtwide coordination of inservice. How often has it been your experience that the day after a particular inservice event you learn of its existence? Just a simple matter of having the staff development schedule universally available would go a long way toward resolution of this problem.

5. Wood found in St. Paul's case very little top-level commitment to staff development and inservice. Obviously this was a tradition that had to be changed in order for there to be a change for a successful staff development program.

6. He found that there was no systematic needs assessment accomplished with regard to the staff development inservice needs of the system.

7. He found too much reliance on outside conferences and outside consultants to carry out what little staff development effort took place. While we recognize that these outside conferences are necessary and important for information and awareness purposes, we simply cannot rely on them for the sum and substance of our staff development program.

8. Wood found that the existing inservice in the system often focused on relatively less important matters of the system.

It is an unfortunate reality that inservice programs are often directed by legislative mandate or encouraged by available funding rather than by system needs. I believe it is essential for staff development programs to focus on the important needs of the system and for the staff development time to be considered a precious commodity to be meted out to the most important needs of the system.

9. The issue of staff morale is a difficult one with which to deal. One might cynically conclude that staff morale is always low. This is often the conclusion of those asked to assess morale. While it may be fairly said that there are some extreme situations where the climate is just not appropriate for and conducive to the introduction of a major staff development effort, generally speaking, we should ignore the self-assessments on staff morale and consider it our responsibility to work in whatever environment we find to improve the staff development program. The research of Larry Lezotte of Michigan State is very interesting on this point. He looked at both improving and unimproving schools and found substantially lower morale in the improving schools. In schools that are improving, there is often bickering and disagreement and healthy staff dissension indicative of the process of change. I also believe that staff morale cannot be purchased. Merit pay works in an environment where people are generally very well compensated and the additional salary bonuses are not seen as a carve-out of the existing salary pool. In education we are generally underfinanced, and to provide some with a merit differential is to deprive others of subsistence. That kind of environment cannot expect merit pay to make much of a contribution. In fact, the rewards that are more powerful in education are also those rewards that are most powerful in the private sector; that is, the intrinsic rewards associating with effective productivity. Scratch beneath the sometimes tough, cynical veneer of many veterans in education and we will undoubtedly continue to find a source of commitment based on wanting to have an impact on the lives of young people. We need to tap this wellspring of why people got into education in the first place in order to be effective in our staff development efforts. If staff evaluation is too closely aligned with staff development, it causes the latter to suffer.

We have committed ourselves in St. Paul's to a school-based staff development mode. What the research suggests and our own practice supports is that schools are the important unit of analysis. We wish to have a meaningful impact on the individuals we serve in the schools. We have to treat the school staff as the primary determiners of the focus and direction of our staff development efforts. This has to be done in such a way that we coordinate those efforts across the system so that groups of school staff can take advantage of particular resources and consultants. We are approaching school improvement with heavy reliance on effective schools research. However, that commitment has to be the choice of the schools. The schools have no choice on school improvement, but they do have a choice of the technique of school improvement. If they desire to go another direction other than the school effectiveness strategy, we'll do our best to support that efffort. We will be working first with our principals at a four-day campus retreat. We'll do our best to bring to them the important background and techniques of effective schooling so they, in turn, can work with their staffs in making an informed judgement with respect to future staff development activities. I see my special responsibility as providing not only leadership for the overall effort, but in seeking support outside of the school system for the staff development activities. As is often the case, the school system is financially strained to provide basic programs. However, private sector and foundations in the Twin Cities area have a perfect opportunity to make a substantial contribution to the school system through support of our staff development efforts. We will do everything we can to make sure that this private support is solicited and encouraged.

Also, we will be creating a staff development office for the purpose of making sure the staff development activities that are developed at the school level have the necessary support to make them successful and also to coordinate these activities among schools. We will need people in the staff development office who have the breadth of experience to understand the larger goals of the school system and mesh those goals with the staff development needs assessed at the school level.

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INDUCTION PROGRAMS FOR TEACHERS

Robert F. Chase

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"Induction" has come to mean a rather discrete or distinct period of time in the professional life of a teacher. "Induction" has also come to be recognized as a process in one's early professional development during which time discreet or prudent behavior is often the best policy.

Reading the current literature on this topic of induction will give experienced teachers a sense of deja vu, a feeling of having been over this territory before. Let me quote two sentences on the topic of "induction" written by an NEA leader some time ago:

> The traditional ways of starting teachers in their first jobs are rapidly being abandoned. More and more teachers are assuming a part in the hiring, assignment, and orientation of beginning teachers.

True enough, but we must keep in mind that this was written in 1956--29 years ago. The book was called Professional Problems of Teachers (Huggett and Stinnett), and it devoted seven pages to the subject of "induction." I mention this not only to establish my organization's long-term and continuing interest in this topic, but also to disabuse anyone of the idea that our topic is a new aspect of teacher education.

In this regard, I should also point out that the NEA published a detailed blueprint for major reform of teacher education in 1982--ten months before the National Commission on Educational Excellence issued its report called A Nation At Risk.

Today this idea of "induction" refers to that period of time in the early career of a teacher between certification (or provisional certification) and tenured appointment. This period of time for induction is variously viewed as a time of transition, probation, evaluation, and assessment.

By whatever name, it represents a critical event in the professional life of a teacher.

No matter what this event is called--within the soft and shifting jargon of teacher education--it is an event all teachers recognize and remember. Recent research (McDonald) describes it this way:

> Almost all teachers experience the transition period into teaching as the most difficult aspect of their teaching life and career. There apparently are some teachers who move into teaching smoothly and efficiently, but the majority report the period is one of great difficulty and even trauma.

The least studied aspects of this transition period are the fear, anxiety, and feelings of isolation and loneliness that appear to characterize it. There is sufficient information in existing reports to indicate that these feelings are not uncommon; however, individual conversations with teachers are far more revealing than the current literature. Almost all teachers report that they went through this transition period "on their own." They had little or no help available, and found help only through their own initiative. This help usually took the form of seeking out some other teacher in whom they could confide.

The "recent" research I have just mentioned is generally considered to be _the_ classic work in this area. Called _A Study of Induction Programs for Beginning Teachers_, it was completed in 1980 and reported in four volumes by the Educational Testing Service under contract to the National Institute of Education. In the final report for this large and respectable research project, the chief investigator is quite candid about what we don't know about teacher induction programs:

> We have little information about how teachers pass through the transition state, other than to know that some apparently do so successfully, some do not. We have no detailed information on how those people who master the transition period do so. Nor do we have information on how different kinds of assistance or help directly or indirectly influence the teachers' successful mastery of the induction period.

During the five years since this landmark study, there has been a good deal of activity in this area--this transition area of induction into teaching. One might say that during these last few years our lack of information has continued while at the same time, at least 21 states have been moved to take action in this area. State induction programs are sometimes difficult to spot at a distance and, of course, there are certain problems with terminology and with the statistics of such transition efforts for new teachers. And, of course, many such programs are not statewide.

Georgia Program

The State of Georgia, for example, has a comprehensive program designed to achieve several different goals. Its major characteristic is that it is a combination assessment, improvement, and certification process.

One of the most interesting features of this program is the long period of careful development that preceded its implementation. It therefore is a program that is well worth studying and deserves attention in many respects.

All beginning teachers in the State of Georgia are probationary teachers or apprentice teachers. They are not permanently certified. Each of these beginning teachers must pass a criterion referenced test of subject knowledge before they begin to teach. They must also have been recommended for certification by their college or university; such recommendation is a general assessment of their performance competence. They receive, before beginning to teach, a three-year, nonrenewable teaching certificate. They must meet certain criteria within those three years, and if they do, they receive a permanent certificate.

The State, through a careful program of development, has identified fourteen basic teaching competencies which are identified by forty-five indicators. Beginning teachers must give evidence that they possess each of these competencies to a desired and specified criterion level. The beginning teacher is evaluated early in the first year and at several points from then on until reaching criterion level on each of the competencies.

The assessment of the competence of the beginning teacher is carried out through seventeen regional assessment centers. These regional assessment centers have staffs who gather data on the beginnning teacher and who specify prescriptions, which if followed, will help teachers achieve the criterion level of competence. The assessors are called "external data collectors" and they gather information on a set of beginning teachers with respect to the competencies. The beginning teacher is also assessed on the same competencies by his or her school administrator and by a peer teacher who is generally referred to as a master teacher, but who is also certified in the same area as the beginning teacher.

Each beginning teacher is assessed by three different individuals, and these three must agree on the level of competence achieved by the beginner and what kinds of remedies are needed if competence has not been achieved. All three data collectors are trained in the assessment process.

We have here a system whose foundation is an assessment of teaching competence. The definition of the competencies and the indicators of those competencies give the program substance and direction. The assessment system is clearly established and related to a set of objectives which are to be measured--objectives presented by the criterion levels defined for each teaching competency.

Ordinarily some people might question that the competencies were irrelevant to whether or not the beginning teacher succeeded. Or a more significant question is whether they are the competencies one needs to master the transition period into teaching. These competencies were developed in several different ways and were subjected to a long period of research-based study.

The state funded several different projects, the purpose of which was to identify and test the validity of certain kinds of teaching competencies. This task was done in several different ways. One project was located in Dekalb County where the project directors identified a group of teachers who defined an original set of competencies. Then a research project was conducted to study which of these competencies were related to pupil achievement. Out of this research a basic set of competencies was defined and recommended to the state for use in the program then under development.

A similar project was developed in Carrollton County. Here a group of experts in research on teaching worked with teacher educators and teachers to develop a research project which looked at teachers' performances and related them to certain kinds of achievement outcomes. Out of this they also developed a comprehensive assessment system based on measured competencies.

The State used the results of these various research efforts to develop the final set of fourteen competencies and the forty-five indicators. At the same time, the state began development of its assessment centers and by 1975 was ready to create a number of demonstration centers which would test the basic ideas of the assessment program. Four of these were created around the state. These demonstration centers basically de-bugged the program. By 1979, the program was in place on a statewide basis and was being carried out through the seventeen regional assessment centers.

The system of prescriptions used when the beginning teacher does not meet a specified level of competence includes a variety of methods. The system is obviously a diagnostic-prescriptive system so no procedure is systematically or automatically used.

The trainee may be assigned to work closely with a master teacher who will instruct the trainee in the particular competencies in which he or she is deficient. Or the trainee may go to some agency which would provide relevant training. A variety of such mechanisms has been used.

The State has been developing this program for almost a decade. The development began in 1972 and 1973, largely as a response to cries for accountability, but also because the State wished to establish a new system of teacher education and certification.

The earliest phase consisted of the development of the research projects described above. At that time the State put about $250,000 per year into these research projects. Within about four years the State created four demonstration centers which were the prototypes of the regional assessment centers. At that time the state investment rose to $750,000.

The programs are now supported at the rate of about 2.6 million dollars a year. These funds are used to support the regional assessment centers and the training activities; the State, for example, provides the money to release the master teacher to work with the teachers.

The Georgia program is an excellent example of what can be done when the State invests its policymaking power and fiscal resources in the development of a program. Georgia has a comprehensive program which represents a substantial change in the structure of teacher education and in the system for certifying teachers. It appears to be soundly based in sensible practice, and it functions well because of the long period of careful development.

There are a number of aspects of this program about which we do not have precise information. Does the program obviate, alleviate, or remedy the problems of beginning teachers? The program was developed, as all teacher education programs seem to be--to make highly effective professional teachers and to get the best possible teachers for children that the State could get through means that the State could control. Obviously producing highly effective and professional teachers can happen only if the beginning teachers master the problems of the transition period.

But we do know that those problems are critical in the development of the teacher and therefore the question must be asked whether or not this system has either eliminated or ameliorated those problems? It is believed that it has, but the factual data are limited. If it has, we are not quite sure why this system works so effectively, except that it has some of the features of the best induction schemes that have been tested empirically.

We think these questions could be answered rather easily by some careful evaluation, and although we are not in the business of recommending particular places for special funding, certainly a program like that in the State of Georgia ought to be studied very, very carefully for all that can be learned from it. It is an opportunity that ought not to be overlooked.

Florida Program

Another such state program can be found in Florida. Earlier this year the National Commission for Excellence in Teacher Education reported that "a positive step has been taken in Florida, where a full-year induction period has been built around research information now available."

There is a good deal of hype in this statement, according to the Florida Teaching Profession, our affiliate organization there.

True enough, there is a full-year induction program--for some new teachers, largely in elementary schools. As for this program being "built around research information," not so. There just isn't that much research information out there. As a matter of fact, the infamous Florida Performance Measurement System is being used here--without benefit of validation studies. It may well be fraudulent.

I think it would be fair to say that the Florida induction plan has something less than the wholehearted support of the Florida Teaching Profession. Such matters quickly become politicized in state capitals where a variety of political forces are being directed at large, school-reform issues, and in most states the matter of inducting new teachers into the profession is only part of much larger educational issues. Because of this, I think we can understand that it is difficult-- even dangerous--to generalize about what "the states" are doing.

Under the Florida induction plan--in theory at least--an experienced teacher is assigned to each first-year teacher. Peer teachers, in this kind of situation, are paid an extra $500 for this work which often involves an activity that--even when done by consenting adults in private--can cause professional and political problems. This activity, of course, is peer evaluation, sometimes called mentoring.

It is part of a larger, political can of worms known as the evaluation of teachers. I am told, however, that the Florida brand of peer evaluation is formative (rather than summative), which makes it more legitimate, of course.

For those of us who are committed to improving teacher education, the most disturbing aspect of the Florida plan is recent legislation that would convert this one-year induction experience into a plan for alternative certification--a plan to produce a pedagogical 90-day-wonder out of anyone with a college degree.

Incidentally, ten states are now taking steps to adapt the Florida induction plan to their own education (and political) needs. New Jersey will begin this fall its new alternative certification program to replace what has been known for many years as "emergency" certification.

A senior NEA staff member (Bob McClure) was recently engaged in public debate with the New Jersey director of teacher certification. As they talked about the New Jersey alternative certification program, the state official explained that as these candidates for an educational retread begin to teach in this program, "they will be closely supervised."

"How often will the principal visit these classrooms?" asked our man.

"Oh," said the New Jersey state department official, "at least once a month."

Revised NCATE Standards

More recently--and much more positively--another aspect of the teacher induction process has been in the news. Last Friday in St. Louis major changes were announced for the accreditation of teacher education programs in the nation's colleges and universities.

Among these important changes is one called "Relationships with Graduates." I think it represents a major step forward in this period of transition we've been talking about, and I want to read it to you:

> The school of education will maintain relationships with graduates from its professional education programs. This will include assistance to first-year teachers and others beginning new professional roles in the unit's geographic service area.

Three criteria for compliance are listed:

1. The unit (school of education) keeps abreast of emerging evaluation techniques and engages in regular and systematic evaluation to determine the success and quality of graduates in the professional education roles for which they were prepared.

2. Follow-up studies of graduates are used by the unit to assess the relevance of the professional education programs(s) objectives and to modify and improve the programs(s) appropriately.

3. The institution has developed arrangements with school districts in the area to provide professional development services to its graduates in new professional roles as an extension to their professional education program.

This event last week was an important step toward the reform of teacher education. This point was emphasized by NEA president Mary Hatwood Futrell who spoke on the occasion to representatives of the 20-some national organizations--including the NEA--that make up the National Council for Accreditation of Teacher Education (NCATE), the teaching profession's mechanism for voluntary self-regulation of its programs.

President Futrell pointed out that "this NCATE accreditation program was carefully studied and represents a consensus of teachers, teacher educators, curriculum specialists, state superintendents of education, and members of state boards of education in all 50 states--working together to improve the quality of our nation's classroom teachers."

Our NEA president also called this revolutionary teacher education program something that "should put to rest the quick-fix and politically expedient proposals of some teacher education critics who have advanced shortsighted solutions to very sensitive and complex problems." I hope Mary Futrell is right, but I think it would be a miracle if these new NCATE accreditation standards--important as they are--could put to rest the quick-fix, politically expedient proposals now being enacted into school reform law by some state legislatures.

Certainly the NCATE standards are important and necessary--they reflect the intellectual and philosophic foundation that is essential to a real profession--but these standards will only put an end to cheap politics when we in the teaching profession use such standards to accomplish three objectives:

> First, within our own profession we must reach an understanding and a commitment to what educational reform is all about and what we as school people must do to bring about the changes necessary to accomplish this reform. We are, I think, well on our way to accomplishing this objective.
>
> Secondly, we must use what resources we have to help the public understand and support the need for--and the realities of--educational reform. We must do a better job of getting this message across to the American people. We must teach them, for example, the simple fact that education has now become the most critical aspect of any national defense effort.
>
> Finally, we must continue to be politically active in every school district, in every schoolhouse, statehouse, courthouse, and, of course in Washington. As I think everyone here today knows, we are engaged in this area also.

Those who planned this Forum on Teacher Education have suggested a list of "issues" concerning my topic of "induction." Some of these suggested issues are practical--that is, they deal with the actual practices of induction in the real world of the classroom today. Other suggested issues for our consideration today are concerned with policy issues.

The first suggested "practical" question is this:

> Do "model" programs in teacher induction exist?
> Where are they?
> What do they look like?

Let me answer this question very specifically by citing six schools:

- George Washington Carver High School in Atlanta
- John F. Kennedy High School in the Bronx

Both of these are inner city public schools.

- Highland Park High School near Chicago
- Brookline High School in Brookline, Massachusetts, near Boston

Both of these are upper-middle class suburban public schools.

- St. Paul's School in Concord, New Hampshire
- The Milton Academy near Boston

Both of these are elite, private prep schools.

There is a good deal of talk these days about "effective schools" and "effective schools research." Certainly the schools I have just cited are not out of this stylish, contemporary mold. Rather than "effective" schools, these six schools are just plain "good"--not the best schools, and not necessarily superior schools--but good schools.

They are in fact the six schools studied in great ethnographic detail by Sara Lawrence Lightfoot and reported in her book, The Good High School: Portraits of Character and Culture (Basic Books, 1983). In this book, and in her subsequent presentations at an NEA instructional conference, Lightfoot goes far beyond the rather limited effective schools-research view of what quality schooling is all about.

Please understand that I am not bad-mouthing the effective schools research as such. I am, however, calling attention to its rather limited and traditional approach to school reform. What I am trying to do is to rev up our thinking about how we can seize this opportunity (and the process of induction) as an instrument to further a very significant part of the school reform movement within our profession.

Induction into the teaching profession, yes. But, at the same time, induction into a reformed teaching profession. A reformed profession that must be based, among other things, on major changes in the way we select, prepare, induct, nurture, and reward our fellow professionals.

Those who control the gates to a profession--and only those who control those gates--will be in a strong position to change a great deal of what happens before and after a candidate enters those gates.

For this reason we must be more involved than ever before in this matter of induction. It is interesting to note what the major four-volume ETS study had to say about this in its policy recommendations.

> We think that it is essential that teacher organizations be involved in the development of policies about research on the problems of beginning teachers, policies about the development of programs for beginning teachers, the study of policies with respect to these programs, and even the development and management of the programs. Specifically, we think that teacher organizations and teachers ought to be encouraged

to undertake programs for beginning teachers in pilot projects and to participate fully in the evaluation of all such experimental demonstrations.

It follows, then, that a proper introduction to our profession must be a vehicle to broaden the thinking of the candidates, their mentors, peer teachers, and everyone else in the school concerning the best thinking within the profession on such things as, for example, the idea of a good school in today's world.

To put it another way, this induction must be an introduction to what most experienced teachers already know: Good schools often have characteristics that are difficult to see, to hear, to measure, and to count.

A good school, like a good home or for that matter a good legislative body, is primarily dependent on the adults involved in it. Planning for change and improvement in such institutions can be complex and difficult. Often it can provide the ultimate test of a society's moral fiber.

The present high public interest in educational reform is most often being served by what has come to be known in the trade as "effective schools research." For the past decade, this emerging literature on school effectiveness has increasingly challenged an assumption (Coleman, 1966) that differences among schools have little effect on student academic achievement. The initial impulse behind these studies was to improve student academic performance in low-income, largely minority schools.

Larry Cuban of Stanford University (1984) points out that the vocabulary of effective schools research has passed the surest test of popularity since it can now be found in the daily language of school administrators who now bandy such trendy terms as: high expectations, instructional leadership, orderly environment, positive climate, and consensus over academic goals. Such popular jargon, says Cuban, is based on a concept of effectiveness that is too narrow.

"Tied narrowly to test scores in low-order math and reading skills," says Cuban, "school effectiveness research and programs ignore many skills, habits, and attitudes beyond the reach of paper-and-pencil tests. Educators and parents prize other outcomes of schooling that transcend current definitions of effectiveness. Some of these outcomes are: sharing, learning to make decisions, developing self-esteem, higher-order thinking skills, and a sense of the aesthetic."

"Improved test scores are simply not enough," concludes Cuban, who suggests that to evaluate the effectiveness of such complex organizations as schools solely on the basis of a percentile rank is little better than to judge a car's quality on the basis of its miles-per-gallon, or a hospital's effectiveness solely by the number of its vacant beds.

Another major summary of this effective schools research (Purkey & Smith, 1983) raises the question of how to define school effectiveness. Is an effective school simply one in which students score high on standardized reading and math tests? Is a school effective if there is great variance between its lowest-and-highest-achieving students? Finally, what effect would an effective schools program have on the quality of student life, on the "hidden curriculum" of the school, and on the nature of teachers' work in the school?

These are questions, one would hope, that will be raised--and answered--during a new teacher's first year in our profession. Certainly--in the present climate of high interest in school reform--such questions are more apt to be given a hearing in many quarters.

In a pluralistic society such as ours, the idea of a good school can vary considerably from one community to another and from one parent to another. It can also vary considerably from what we have just seen of the "effective school." Lightfoot makes this point with academic precision and humane understatement when she considers six rather different "good schools."

Lightfoot indicates that she consciously chose to study good schools--schools that were described as good by faculty, students, parents, and communities; schools that were "good" in relation to the expectations of the communities that supported them.

"My first assumption about goodness," says Lightfoot, "was that it is not a static or absolute quality that can be quickly measured by a single indicator of success or effectivenss." She sees goodness as a holistic concept, a complex mixture of variables whose expression can only be recognized through a detailed narrative of institutional and interpersonal processes.

As we work on our own three objectives for educational reform--to teach ourselves, to teach the public, and to teach those who govern us--we must see to it that we do not simply re-invent the well-worn wheel of effective schools research. Rather, we must build on much broader and more recent insights about how best to achieve educational reform.

In this regard, the NEA issued last October An Open Letter to America on Schools, Students, and Tomorrow. I would like to give each of you a copy of this document which is, in fact, the final report of the NEA Blue Ribbon Task Force on Educational Excellence.

I would like to call your attention to the last two pages of this report, the Agenda for Excellence, which includes the nine overarching principles that embody the 28 recommendations of our Task Force. Our nine principles involve public policy and highlight the major issues facing American education today. In relation to our topic here today, I suggest that you give particular attention to the sections on Improving the Training of New Teachers and on our position concerning The Evaluation of Professional Skills.

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PANEL SESSION SUMMARIES

Key to the design of the Forum on Teacher Education were the perspectives of research, practice, and policy women through preservice, inservice, and induction presentations. The invited presenters and presiders represented these arenas, and the panel format provided participants a variety of information and opinions from these perspectives following each keynote address. The scope of this report permits only the inclusion of summaries of the three panel sessions developed from audio transcriptions. Discussion groups which immediately followed each panel session were sparked with dialog stimulated in part by the diversity of ideas expressed by panel members.

Preservice

Presider: Van Spiva, Old Dominion University, Virginia
Research: Ron Adams, Western Kentucky University
Practice: Lloyd May, Louisville Public Schools, Kentucky
Policy: Chuck Ruch, Virginia Commonwealth University

Research

The two major foci of the research on preservice education panel segment were the effectiveness of the teacher educator and the redesign of teacher education programs. While increasingly effective teaching has come into focus beneath the research's magnifying glass, effective teacher education practices have escaped examination heretofore. Ron Adams believes the attention should shift to the teacher educator for the improvement of teacher education programs. He identified the component research questions in this self examination as:

1. What is the relationship between educational preparation and experience of teacher educators and the outcome measures of their students, preservice teachers?

2. To what degree do teacher educators keep abreast of the current knowledge base in their specialty fields and in generic teacher education literature? Is this knowledge reflected in their classroom instruction?

3. To what degree do teacher educators model classroom behavior skills and practices they expect their students to learn?

4. Are the teaching techniques making up the knowledge base of K-12 teaching valid for teacher educators to use with their students?

5. To what extent are teacher educators required to teach in public schools? Would such a requirement make a difference in the quality of teacher education instruction? of student outcomes? of public school and teacher education relations?

Adams called for study on both the structure and content elements of teacher education program redesign. He foresaw three deterrents to program redesign: (1) reluctance to radically change program on the part of teacher educators; (2) difficulty in elevating the status of teacher education before the prestige and position of field-based teachers is raised; and (3) a shift in the power base and influence upon program content, admissions, and certification from teacher educators to state departments of education.

The research questions cited by Adams which relate to redesign of the structure and content of teacher education programs were:

1. To what degree is the content of preservice teacher education reflective of the research on classroom teacher effectiveness?

2. To what degree can we reasonably expect preservice teacher education students to acquire knowledge and skills that research has identified as effective based on studies of experienced teachers?

3. Is there an optimal balance between field-based and university-based instruction that allows students maximum potential growth? When should field-based studies begin, and who should teach them?

4. How do we interface preservice teacher education and the and the induction of first-year teachers to obtain a harmonious and successful transition to the profession? How do we gather information from teachers and use it to structure more effective and efficient preservice programs?

5. How do we work with other constituent groups within education to make teaching a more desirable profession and to compete for the more capable students?

Practice

An overview of recent Kentucky initiatives in beginning teacher assessment/assistance and the developing career ladder for teachers began Lloyd May's panel segment on practice in preservice teacher education.

The Kentucky Internship is patterned after the Florida Performance Measurement System. Following graduation from a state-approved teacher education degree program and having secured a teaching contract, the beginning teacher will be assessed and assisted during the first year of experience by a three-person committee. The committee will consist of a resource teacher from the same teaching field and building as the intern, the building principal or his designee, and a university-based teacher educator. Three independent observations will be conducted using the FPMS assessment by committee members who will then meet to determine whether the intern will be granted a renewable teaching contract or asked to repeat the internship year. A portfolio of plans, schedules, letters to parents, etc., and evidence of subject matters knowledge, familiarity with Kentucky Essential Skills, special education, and multicultural education techniques and knowledge must also be approved by the committee for satisfactory completion of the internship.

The 25-member Career Ladder Committee established by the Legislature has developed a four-rung ladder using evaluation of performance as the main determiner for advancement. Pilot field tests in volunteer districts during 1986-87 are planned if the Legislature approves and finances (estimated $2.5 million) the ladder during a special summer session in 1985.

Lloyd May then directed the attention of participants to four major topics and supported his positions through the use of practice examples.

1. He advocated more directed, active participation by preservice teachers in classrooms and other school-related activities as early in their programs as is possible. The necessity of closely monitored intensive field experience without campus-based activities that drain time and energy was emphasized.

2. The importance of appropriate placement of student teachers with supervising teachers was stressed. May also discussed the attributes of the Schlechty proposal of a five-year preservice program with four years in liberal arts studies followed by a field-based fifth year internship.

3. May advocated the development of recruitment plans to increase the numbers of minority, foreign language, math, and science teachers now in short supply.

4. He developed the case for increased clinical preparation preservice administrators which should include school-based ideals. He explained the need for improved selection of administrators and inservice opportunities for these school-based teacher educators and evaluators.

May closed with a quote from a recent Council for Basic Education meeting which stated, "Teaching--nothing is as easy to do badly, nothing is as difficult to do well."

Policy

"One person's intervention is another person's intrusion" began Chuck Ruch in setting the tone for his panel segment which reviewed the status of policymaking in preservice teacher education. Ruch identified the following five undergirding issues which currently influence the formation of policy on preservice teacher education:

1. a perceived low image, morale status, and general dissatisfaction with the teaching profession;
2. a perceived or actual decline in the academic abilities of teacher education candidates and, by implication, teachers;
3. a perceived or actual decline in the quality and performance of teachers and, consequently, of student performance;
4. a lack of agreement on what a beginning teacher should know, what they are held accountable for, and what they should do when they arrive on the job; and
5. a perceived or real impending teacher shortage.

He continued by providing a definition of public policy from Tom Greene which states in part, "Public policy is a crude instrument for securing social ideals.... Individual stakeholders influence policy, but policymakers are concerned with the general good." Ruch added that "the development of public policy is clearly a political process."

Ruch identified five recent initiatives in regional regulations which directly affect preservice teacher education; namely:

1. teacher (competency) testing and changes in certification including specifying curriculum of the teacher preparation programs;
2. requirements regarding who shall be admitted to teacher education;
3. scholarship institutes and loan programs for candidates in teacher shortage subject areas;
4. program reviews for teacher education programs which may result in their termination; and
5. state and federal funding for preservice redesign initiatives affecting curricular programs, training, teacher education faculties, and research.

Ruch describes these regulations or mandates as "serious interventions into the design, the conduct, and the management of teacher education." He closed by urging teacher educators to seize the reins of preservice teacher education improvements during the present "wait and see period" in policymaking before "another flurry of policy initiatives" perhaps more intrusionary are enacted.

Inservice

Presider: Bob Richards, VPI and State University, Virginia
Research: Bob Smith, VPI and State University, Virginia
Practice: Glenn Bowman, Virginia Education Association
Policy: Chuck Achilles, University of Tennessee, Knoxville, Tennessee

Research

Bob Smith's description of the size and expense of the inservice education of America's educators dramatized the need for additional research on inservice education. Approximately $150 is dedicated to the inservice education of each teacher if federal and all other fund sources are totalled. Smith further estimated that 80,000 education professors, supervisors, and consultants engage in part or full time inservice activities which would equate to one instructor for every 25 to 30 teachers throughout the nation.

However, the research literature in inservice education is dominated, in Smith's view, with advocate program descriptions with little empirical evaluation to document efficacy. The research of Sparks was discussed as substantiating the need for extensive participant involvement in the planning of successful inservice activities. Smith also emphasized the importance of multiple session programs, i.e. four-six programs within three hour formats spaced over several months as described by Sparks.

Smith, and David Bennett in the keynote address, referred to the work of Joyce and colleagues in developing a five step model of inservice education including diagnosing and prescribing, giving information and demonstrating, discussing applications, practicing and giving feedback, and the in-class assistance with follow-up that Joyce terms coaching.

Two additional components of successful inservice education that Smith identified from his review of the literature are:

1. Participants in inservice education must be convinced that practicing the skills being developed is worthwhile.

2. Participants must believe that change can be made as a result of their participation in the inservice activity without too much work or disruption to their lives and to the program for which they are responsible.

Collective staff efforts can result in improved curriculum, a more humane school environment, and enhanced student achievement, Smith concluded, and these goals make worthwhile the efforts involved in orchestrating successful inservice education programs.

Practice

"To me, inservice is an adjective. It describes the type of learning that we practicing professionals can experience," Glen Bowman began in the inservice practice panel segment. After describing what inservice education too often has been in the past--the poor quality, mandated, mass attended single sessions practitioners complain about--Bowman presented an outline of desirable qualities including:

1. school focus rather than systemwide emphasis;

2. involvement and commitment of the principal as instructional leader;

3. ready-to-implement content delivered by a credible, trusted, and respected master trainer;

4. new, substantive content relevant to the classroom;

5. variety of presentation formats followed by time for participant interaction regarding applications and usefulness;

6. time, following the sessions, for application of inservice techniques in classrooms;

7. follow-up observation and coaching by skilled teachers and administrators; and

8. built-in evaluation including particpants' perceptual statements as to how they have benefited and behavioral outcomes such as program changes and/or student outcomes.

Bowman closed by citing the two qualities he deemed most important for inservice education with optimal impact: "It is absolutely critical that teachers and administrators provide the substantive input and guidance for the program." and the inservice topic "must be at the heart and soul of what teachers say they want and need."

Policy

Chuck Achilles opened the policy segment of the panel by reviewing selected recent literature regarding inservice education policy. He cited Oden and Dougherty in State Programs of School Improvement (1982) who noted that 27 states have issued mandates for improved or expanded inservice education, 20 states have mandated better administrator training, and 13 states have established principals' academies.

Having established the degree to which state policy makers are directing inservice education improvement, Achilles went on to quarrel with the use of the medical, business, and the present educational models for staff development. The school-based model and the professional model in which individuals could develop their own inservice education, in Achilles' view, would build on the improved student outcomes indicated in the effective schools literature and allow for growth and development in areas teachers identify as their weaknesses.

Achilles presented the following suggestions for consideration in policy development regarding inservice education:

1. Inservice education is a continuation of the good work done in preservice programs. With a professional mind set, educators will see the need for continuing professional development.

2. One tangible reason for inservice education is to maintain certification. We must review certification and certification renewal in light of new knowledge. We must work with state certification units so that teachers can on occasion repeat courses they've already had.

3. Liberal arts faculties must recognize a role in inservice education. Liberal arts (professors) must understand the inservice needs of teachers.

4. We must have advanced societies that reflect continuing education and confer status to members.

5. Policy concerns of the profession must become those of the total profession.... We need sets of professional issues and ethics that relate across the profession.

6. We must begin to use the research and models we have about inservice education (such as the school-based and professional-individual model).

Achilles emphasized the need to insure that "our 'policy' is flexible enough that we can continue to grow as a profession." He then restated the importance of developing "a professional mind set about our own continuing education, our own professional development."

Induction

Presider: Edgar Sagan, University of Kentucky
Research: Joe McCaleb, University of Maryland
Practice: Henry Marockie, Ohio County Schools, West Virginia
Policy: Roger Pankratz, Western Kentucky University

Research

Joe McCaleb began his examination of the research aspects of teacher induction with the oft-mentioned perception of the paucity of the literature about the induction period. He stated, however, that this is a pervasive perception since Veenman (1984) identified 83 empirical studies and 107 additional documents relating to induction. The problem lies in definition, McCaleb determined, since the term induction is a relatively new label and early studies included teachers with 0-31 years of experience. He then provided a review of: (1) descriptive research, (2) intervention effects research, and (3) the use of teacher effectiveness research in induction program design.

McCaleb agreed with Gary Griffin's conclusion in the January-February, 1985 Journal of Teacher Education that the bulk of induction research has been descriptive. McCaleb's own study contradicts a pervasive descriptive theme, the new teacher's feelings of abandonment and helplessness, and he stated that with the new emphasis on evaluating the untenured teacher "...the new teacher is so closely watched that, even if helpless, he/she is unlikely to feel abandoned." Descriptive research has also focused upon the influences on the beginning teacher which McCaleb summarized as: (1) preservice training programs, (2) experienced teachers and administrators, (3) the pupils, and (4) extensive personal experience in classrooms.

McCaleb cited Griffin and others in concluding that new teachers are less competent than is considered desirable particularly in classroom management and student involvement/motivation. His descriptive research review also revealed the uncertainty regarding the duration of the induction period and McCaleb supported further study of the first three years of teaching.

In reviewing research studies which reported the effects of interventions, McCaleb cited only Evertson and Emmer's treatment, based on classroom management research on the beginning of the school year, as having improved beginning teachers' performances. McCaleb concurred with Zeichner (1983) that the beginning teacher needs to acquire the capacity to solve the unique problems in his/her own setting.

Griffin's three limitations to the use of teaching effectiveness research as the basis for induction programs were discussed by McCaleb who added that the focus of this research upon experienced teachers may make uncertain the application of findings into programs for beginning teachers.

However, McCaleb supported the teaching effectiveness research basis for induction programs in his recommendations for program design. He stated, "All teachers should be able to develop competence in behaviors associated with increased student learning" (classroom control, knowledge of subject matter, and repertoire of instructional methods). McCaleb advocated the development of professional judgment along with minimal skill competencies to more adequately prepare beginning teachers to effectively perform in a variety of employment settings. He concluded, "By combining the research on teaching effectiveness with the combined models of development (psychological, cognitive, and sociological), induction programs can be designed to promote the development of the competent and reflective professional."

Practice

Henry Marockie, Superintendent of Ohio County Schools in Wheeling, set the framework for a description of the induction program operating in his district by advocating the elimination of "the myth that you can evaluate teachers for the improvement of instruction." He described the basic assumption of the Ohio County plan as a belief that the newly hired teachers understand how to teach having completed quality preservice teacher education programs. The philosophy and structure of the Ohio County induction program reflects concern for development and extension of skills rather than evaluation, in Marockie's view.

Marockie outlined the following major objectives of the induction program that utilizes the mentoring approach to staff development as:

1. the development of a strong collegial network for new teachers,

2. the development in each new teacher of strong and current knowledge of classroom research and how that relates to improving instruction, and

3. the acquisition by each new teacher of current information regarding Ohio County Schools.

The design of the three year program includes the assignment to each new teacher of a mentor, a staff supervisor or department head, who confers with the teacher following his/her observation of district specified master teachers. The mentor is provided with a training notebook which standardizes to some extent the first nine weeks, second nine weeks, etc. of his/her responsibilities. The beginning teacher is required to observe nine teachers during each of the three years and is provided four three-hour blocks of release time per year to gain this exposure to a variety of teaching styles. The first year of the induction program is designed as an orientation program, the second is a clinical experience, and the third is a more definitive clinical experience with focused supervision.

Program evaluations conducted during each of the six years of implementation were described as positive with the support system in particular cited as exemplary and with very few negative comments.

Marockie discussed the contributions building principals are able to make to the beginning teachers as part of the mentor process by removing the apprehension connected with the principal as evaluator. He concluded by reiterating the critical aspect of the Ohio County Schools induction program, the separation of the development of skills through mentoring and observations of master teachers from the evaluation process.

Policy

Roger Pankratz discussed the importance of providing policymakers with good information in his opening remarks for the policy panel segment. He emphasized that these decisionmakers are forced to act upon information they receive which may vary in quality.

A description of the ways in which decisions of the Kentucky Legislature have effected development of the Kentucky Internship Program formed the first portion of Pankratz's panel segment. The passage of Senate Bill 19 mandated that effective January 1, 1986 all new teachers and out-of-state teachers with fewer than five years of successful teaching experience who are receiving initial certification in Kentucky shall serve a one year internship during which time they must be employed fulltime and receive supervision, assistance, and assessment.

The act further stipulates that successful completion of the internship will be determined by majority vote of the three person beginning teacher committee. The highly specific legislation goes on to describe committee composition,number of hours of assistance and observation provided to the beginning teacher by a resource teacher, a training program for committee members, use of the Florida Performance Measurement System for classroom assessments, and reimbursement for the resource teacher. Pankratz used the Kentucky Senate Bill 19 description to illustrate the manner in which policymakers external to colleges of education are influencing teacher education. He cited the improvement of the practices of teacher educators as a valuable spin-off.

Pankratz examined recent educational policymaking in 10 southern and southeastern states to identify any general trends in seven induction program variables. His conclusions were as follows:

1. There are more statewide induction programs than district programs.
2. Assistance rather than evaluation is the general purpose of most programs.
3. A consensus model (as in Georgia) is the focus in most states for looking at teaching behaviors with movement towards a research-based model.

4. Low inference teaching behaviors rather than teaching strategies or models are more frequently assessed.

5. Standardization of one induction program rather than a multi-program approach is utilized by most states.

6. Funding for most programs is provided by the states.

7. Certification and induction programs are directly related.

Five valuable spinoffs identified by Pankratz in the ten states which he noted as similar to those described by Gary Griffin in the January-February, 1985 Journal of Teacher Education are:

1. A helping role for the building principal in induction programs is developing.

2. Performance of experienced teachers is improving as they become aware of generic teaching behaviors in working with beginning teachers.

3. New teacher education programs are being developed in colleges of education.

4. Essential teaching behaviors are being clearly defined and a closer relationship of practice and theory identified.

5. Movement to greater accountability on the part of all educators is evolving.

Pankratz closed with seven recommendations for teacher induction program policy which endorsed: (1) statewide programs, (2) assistance rather than evaluation, (3) research basis with low inference behaviors, (4) state funding, and (5) linkage of education and certification. In recommendation (6), Pankratz emphasized the regional importance of examining the differing needs of rural and urban programs. Finally, his recommendation (7) urged those who inform and influence policymakers to clearly distinguish among policy issues, political issues, and program issues toward the goal of improved decisionmaking in the teacher induction process.

RECOMMENDATIONS FROM FORUM DISCUSSION GROUPS

Two of the three purposes of the Forum were to provide: (1) the Region's teachers and teacher educators an opportunity to discuss state-of-the-art thinking about teacher education, and (2) participants an opportunity to discuss problems associated with implementing new components in teacher education programs from the perspectives of policy, practice, and research. To this end conference planners designed the format of keynote addresses and panel sessions on preservice, inservice, and induction issues followed by discussion groups.

Eight noted educators from higher education, a state department of education, and education associations of three states were invited to lead participants with AEL staff in four concurrent discussion groups in a process of brainstorming, consensus reaching, and voting to produce a set of recommendations during preservice, inservice, and induction discussion group sessions. Participants were asked prior to the Forum's opening to compose three recommendations for teacher education. Each participant then had the opportunity to present his/her recommendations during each discussion group session, to explore the suggestions of others, to identify with cohorts research, policy, and practice appropriate recommendations, and finally to vote for two research, two policy, and two practice recommendations for teacher education action.

Tabulation of participants' voting sheets and analysis of the data across the four discussion groups resulted in ninety recommendations for teacher education; ten each in research, policy, and practice strands for preservice, inservice, and induction foci. The recommendations are prioritized in the following lists from highest frequency of response (1) to lowest (10). While analysis across groups eliminated restatement of recommendations within the research, policy, and practice strands, the reader will notice some similarities among preservice, inservice, and induction recommendations. These similarities remain in the final lists as indicators of the greater importance placed upon these topics by the participants. The final lists incorporate the vast majority of the total number of recommendations since any statement with four or more votes has been included.

It is hoped that participants will find themselves in agreement with the ninety recommendations and will find them useful in their professional settings. The recommendations as part of this proceedings report have been provided to major education stakeholders (see Dissemination in Preface). AEL expects that these recommendations will echo throughout upcoming action agendas involving teacher education.

PRESERVICE
Teacher Education Recommendations

RESEARCH	POLICY	PRACTICE
1. Study performance expectations for entry level educators.	1. Public regulatory agencies should mandate salaries and benefits for teachers that will be sufficient to attract capable students including minorities in sufficient numbers to staff schools tomorrow.	1. Define more clearly what a teacher should be able to do and what training is needed to accomplish these tasks.
2. Research optional arrangements and programming for preservice teaching experience.	2. Public school systems should address the conditions under which teachers practice their profession.	2. Increase the involvement of teacher educators (IHE) in public schools.
3. Research incentive programs (to attract able candidates for teaching), strong standards, and methodology training.	3. Administrators should have clinical training and experience in evaluation of instruction and teacher support.	3. Make teacher training programs relevant to classroom practice.
4. Study implications of national testing, certification, curriculum, and accreditation.	4. Reduce legislative intrusion into teacher education.	4. Involve practitioners more in preservice teacher education.
5. Investigate the connections or relationships between teacher education and classroom activities/performances.	5. Improve coordination among groups who make policy.	5. Develop a better method of research dissemination.
6. Determine quality indicators of teacher success and administrator success.	6. Enact education reform that is systemic rather than fragmented.	6. Incorporate early field-based experiences in preservice teacher education programs.
7. Identify and consolidate the research toward a knowledge base for effective teaching and learning.	7. Resolve inconsistencies among training models (5 years, 90 day, etc.).	7. Establish criteria for selecting satisfactory field experience schools.
8. Design models of preservice internships and selection processes for supervising teachers.	8. Establish adequate funding from federal, state, and local levels for public education.	8. Increase communication/cooperation between teachers, supervisors, and teacher educators.
9. Research the relationship between testing and competency.	9. Grant the profession more input into state departments of education policymaking.	9. Emphasize creative (not lock-step) preservice teacher education.
10. Develop an effective procedure for assessing the affective domain.	10. Reduce use of tests to determine who will be a teacher.	10. Increase collaboration among higher education institutions, schools, and professional organizatons.

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INSERVICE
Teacher Education Recommendations

RESEARCH	POLICY	PRACTICE
1. Investigate the relationship between inservice education and practical classroom applications.	1. Designate more funds from multiple sources for inservice education.	1. Offer inservice education which has direct and immediate application to practice.
2. Investigate inservice education models and innovations including utilization of technology and sabbatical/renewal experiences.	2. Clarify the structure of roles of agencies (IHE, SDE, local education agencies, professional associations) providing inservice education.	2. Inform participants as to the bases of and purposes for inservice education programs.
3. Determine the most effective methods/processes of inservice education.	3. Emphasize school-based inservice education with follow-up support for implementation and coaching.	3. Offer staff development for teacher educators.
4. Study collaboration models involving institutions of higher education and local education agencies in educational research.	4. Distinguish between assessment for inservice planning and personnel evaluation.	4. Involve teachers in planning inservice education.
5. Develop methods of structuring inservice education to increase positive attitudes of participants.	5. Improve district level inservice education planning with teacher and university collaboration.	5. Plan inservice education activities that are related to documented needs, geared to explicit objectives, and evaluated accordingly.
6. Determine the type of inservice programs that have resulted in effective teaching behaviors.	6. Examine the relationship between the structure of teaching and the need for inservice with consideration of continuous, individually planned inservice education.	6. Provide release time for inservice education activities rather than offering them after school.
7. Increase utilization of objectives, third party evaluation of outcomes of inservice education, and emphasize evaluation/accountability in inservice education.	7. Establish training for administrators in working with teachers to plan professional development goals and in planning building level inservice education.	7. Clarify the role of and utilize administrators in inservice education.
8. Increase research in the development of a variety of needs assessment models and in training for the development and conduction of needs assessment.	8. Institute an Individualized Education Program approach to inservice education.	8. Design initial inservice activities to be meaningful and motivating for the participant (participation, collaboration, administrative leadership).
9. Identify the optimal balance between individual and organized, mandated, group staff development.	9. Clarify institutional reward systems for inservice education presenters (higher education institutions) and participants.	9. Plan inservice education activities that are "special" in terms of time, location, presentation, and atmosphere.
10. Increase collaborative research and development between colleges of education and the business community toward the identification of new models of staff development activities.	10. Eliminate the practice of recertification based upon a specified number of course credits.	10. Provide for individual and group needs and flexibility in form and timing in organizing inservice education.

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INDUCTION
Teacher Education Recommendations

RESEARCH	POLICY	PRACTICE
1. Disseminate follow-up studies of teacher education graduates to colleges of education and state boards of education.	1. Insure the separation of induction assistance and evaluation.	1. Establish the commitment, funding provisions, and time for assistance for a sound induction program.
2. Investigate the extent to which a relationship exists between classroom involvement and effectiveness as a teacher educator or a local education agency administrator.	2. Minimize the issuance of emergency teaching certificates.	2. Clarify the roles of various professionals in induction.
3. Continue studies of the validity of induction programs, the degree to which competencies match classroom objectives.	3. Offer assistance programs for new teachers.	3. Create the linkage between preservice, induction, and inservice teacher education programs.
4. Initiate studies on the hiring criteria of local education agencies and the number of graduates employed from various teacher education programs.	4. Require proper training in evaluation and assistance of all administrators.	4. Assign teaching loads and duties to new teachers which are consistent with their abilities and levels of experience.
5. Investigate the short and long term costs and benefits of various induction models.	5. Encourage a variety of teaching styles while requiring specified competent behaviors.	5. Provide peer assistance for new teachers, mentoring programs apart from summative evaluation.
6. Determine if mastery of basic specified competencies in induction programs is related to subsequent good teaching.	6. Establish compatibility between NCATE requirements for teacher education programs and state guidelines/mandates for teacher evaluation.	6. Establish financial support and a reward structure for the involvement of teacher educators in induction programs.
7. Begin longitudinal studies of "cultural shock", becoming socialized into the role of teacher.	7. Allocate more state and local funds for teacher induction programs.	7. Establish a resource bank on induction available through professional associations.
8. Determine the numbers and types of evaluation and assistance programs which exist for beginning teachers.	8. Emphasize the developmental rather than punitive aspects of induction, assistance vs. evaluation.	8. Identify a variety of helpers for beginning teachers.
9. Investigate differential effects of various induction models.	9. Initiate follow-up studies of inductees by state departments of education.	9. Make clear judgments of those who do not "measure up" and send them elsewhere.
10. Determine if "helping teachers" in induction programs are effected by their participation.	10. Employ a variety of teacher evaluation measures thoughout each district.	10. Establish voluntary assistance encouragement by professional associations.

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CONFERENCE SYNTHESIS AND REACTIONS

Dean C. Corrigan

Dean C. Corrigan is Dean of the College of Education, Texas A & M University. This synthesis was prepared for and presented to the Forum on Teacher Education: Reflections on Current Issues, June 14, 1985, Virginia Beach, Virginia, sponsored by the Appalachia Educational Laboratory and the University of Texas R & D Center for Teacher Education.

Preservice Teacher Education

Robert Saunders' discussion of preservice teacher education emphasized the importance of examining all aspects of the curriculum--the liberal education aspects as well as the pedagogical component.

He focused on three questions: (1) What should the teacher education program be expected to do? (2) What are the ingredients? (3) What are the important characteristics? He emphasized the difference between the essentials for being a beginning "entry-level" teacher and a career teacher, and he called for teacher educators to distinguish the content to be taught from the modes of inquiry or means for teaching the content. For example, he did not include student teaching or internships as content; he viewed these as part of the delivery system.

In answer to the "life space" questions, Saunders focused on a fifth-year model as demonstrated by Memphis State University's new fifth-year program. As for justifying the list of competencies on which the program is based, Saunders favored the research base, as used in Florida, rather than the consensus-based approach used in some other places.

My basic disagreement with the Saunders model was the horizontal structure for organizing teacher education. I would prefer a five-year model coupled with a year of induction that would follow the internship. I believe that students should not have to wait until the fifth year to find out if they want to be a teacher. Furthermore, I believe that if a person is going to be a teacher, all of the courses should take on special meaning when viewed from the teacher perspective. Experience in general education, the undergirding disciplines, and the courses in a special teaching field can all take on additional meaning when the concept of "theory in use" is applied. In fact, I view all of these components as part of the professional education of teachers, not just the pedagogical aspects. We have been suffering from a "hardening of the categories." There is no reason why we cannot organize the five-year program vertically instead of horizontally. The integration of the various components should start as soon as a person thinks that he or she wants to be a teacher and continue throughout the teacher's career.

The "life space" issue will continue to be hotly contested, especially with the entry of the Holmes group to the debate. Many of the private research universities that will dominate the Holmes group dialogue have never been involved directly in the undergraduate aspects of teacher education, so they can easily accept the fifth-year model. It is what they have been doing all along. Indeed very few of the private research universities have practiced teacher education or made it a high priority. They have only studied it from a distance or used it as a way to employ graduate research assistants. Only recently have some of them become interested in developing models for training teacher educators as well as teachers. Such programs are sorely needed. The United States is behind other nations in developing programs to prepare teacher educators simply because the research universities have never considered it an important mission.

The panel on preservice education focused on several issues: (1) maintaining quality in the midst of the emerging teacher shortage; (2) development of incentives to attract the kind of people who can pass the new screens, (e.g., testing and certification); and (3) creating the conditions for professional practice. The speakers and panelists agreed that unless the loopholes (e.g., emergency permits which bypass the new requirements) are plugged, improved quality will not be achieved. All of the presenters and panelists highlighted the importance of collaboration among the schools, colleges, and state education agencies, and all agreed that educational collaboration is a complex process--especially when the rules, roles, expectations, and reward systems of the collaborating institutions differ so much.

Inservice Teacher Education

David Bennett listed several characteristics of effective inservice. These included: (1) teacher commitment, (2) collaborative planning, (3) scope and importance of the charge, (4) continued staff support after the inservice experience, (5) attitude and involvement of the building principal, and (6) confidence of the teachers.

My view of the best kind of staff development is the kind that you get by just coming to work. If the setting itself is an educating experience, then inservice education is not something you have to go somewhere else to get. If the school was viewed as a "center of inquiry" for teachers as well as students, we would move a long way toward this concept. Teachers would be viewed as professional decision makers instead of executors of somebody else's orders. They would be viewed as capable of designing their own inservice programs.

Several very important issues emerged from the discussion groups. Trust and credibility of instructors are two essential ingredients of effective inservice programs. Credibility is gained through performance--not just credentials. Some inservice may be school-focused but not school-based. It may be a good idea to get away from the school for some kinds of inservice. The relevance of the content for inservice has a great deal to do with effective inservice. Skill specific training is successful only for a short time. Big ideas should be taken on, but results need to be visible within a short time--for any effort, big or small.

The idea of the principal as instructional leader received a great deal of attention. I prefer the new model of instructional teams and school organization proposed by Goodlad in which the master teacher will be the leader of the instructional team. The principal's role is to be a leader of the instructional leaders.

The notion of inservice education for university personnel and the application of some of the concepts used in industrial settings were examined by various groups. For example, it was pointed out that in some contracts with industry, if the students don't learn they send the instructor home. In contract, in the university if the students don't learn they flunk out. Inservice education starts from a different set of instructional premises. First and foremost, inservice education of teachers deals with adult learning. The realization should pervade the selection of the content and all aspects of the delivery system. If adults are expected to use the knowledge they gain to bring about change in their work setting and/or professional life, then their inservice instructors have an obligation to follow up the course with a support system for change. In a sense, inservice education, if it is directed at change, is a political activity as well as an educational activity.

The importance of distinguishing evaluation for instructional improvement from evaluation for merit or career ladder advancement was an issue that received attention in all discussion groups.

Induction Teacher Education

Robert Chase compared the different models for performance appraisal and found the Georgia model the most satisfactory. The peer evaluation problem seemed to give him the most trouble, and he suggested that peer evaluators come from outside the district. Neighbors should not evaluate neighbors.

He focused the challenge by defining three objectives:

1. Understand what reform is all about.

2. Use resources to help the public understand that education is tied directly to the strength of this country.

3. Educators at all levels must be politically active.

He reminded the group to be wary of proposals that limit flexibility or define excellence in only one way. Examples he gave from Sara Lightfoot's list of outstanding schools showed that they differed widely in their characteristics, their locations, and the student populations they served.

The profession needs to select, prepare, instruct, nuture, and reward outstanding people in order for the teaching profession to reach its full potential.

Sagan and other panelists pointed out that the Florida and Georgia approaches are assessment models, not induction models. They are different from the Griffin induction model based on technical expertise and the Shlechty model based on a professional career ladder system.

The Kentucky model was identified as one that links instruction with preservice and inservice training as well as certification.

All of the groups and speakers emphasized the importance of distinguishing between policy issues, political issues, and program issues. Conference participants also recognized that political decision making is not always logical or educational, so some issues must be fought on political grounds. Whether or not educators know enough to play in that arena or even have the freedom to do so with the restrictions on their roles was an issue that created a dilemma. The issue of "education as politics" will undoubtedly receive increased attention at all other educational conferences in the days ahead since all important educational decisions these days are being made by public officials.

There was general agreement that we are all in it together. If we want to improve the status of teacher education, we must improve the status of teaching in this society. The two goals are inextricably interwoven. One will not occur without the other. School improvement and teacher education renewal must take place simultaneously. Reform must move in both directions.

A number of issues appeared at various times in this conference. They are listed below as a Bakers Dozen, an unfinished agenda for teacher education.

1. Responding to the National Commission for Excellence in Teacher Education Report;
2. Examining the proposed redesign of NCATE;
3. Reauthorization of both the Higher Education Act and the National Institute of Education;
4. Maintaining quality in the face of the teacher shortage;
5. Evaluating alternative certification models;

6. Implementing career ladders as training models and certification plans as well as pay systems;
7. Validating the importance of professional education and the role of colleges of education;
8. Recapturing the educational research mission from private corporations;
9. Examining the uses and misuses of tests for teachers and students at local, state, and national levels;
10. Responding to the decrease in the number of minority teachers while the number of minority school children is increasing;
11. Creating the conditions for professional practice in schools and colleges of education;
12. Developing incentives to attract and keep outstanding individuals in education; and
13. Developing federal, state, and local policies to establish teaching as a profession.

EVALUATION

AEL evaluates each conference, workshop, presentation, or other form of technical assistance sponsored by AEL or in which AEL staff are involved. Evaluation results are analyzed, and data and comments are used to improve the content and process of future services. The validated AEL evaluation form which provides perceptual data rating reasons for attending, attainment of session objectives, relevance of content to participant work, adequacy of implementation features (group size and time, preconference readings, facilities, etc.), and outcomes and benefits was administered at the close of the Forum on Teacher Education: Reflections on Current Issues.

Aggregation of the rating data is provided in chart form in the pages following the evaluation form. All participant comments from the 54 forms returned are included.

Goal-free external evaluation data was collected during the Forum by Chuck Achilles, University of Tennessee at Knoxville; Alice Carter, Urban League of Pittsburgh; and Bill Monahan, West Virginia University. Their report provided an overall perspective of the satisfaction level of participants with content, format, and facility factors and included verbal feedback collected as the three evaluators circulated among discussion group sessions.

The formal and informal evaluation data will be used by staff to structure future AEL events to match participant and presenter needs.

AEL CONFERENCE EVALUATION

Appalachia Educational Laboratory, P. O. Box 1348, Charleston, WV 25325

Conference: Forum on Teacher Education: Reflections on Current Issues

Date: June 13-14, 1985

I would be willing to discuss further impressions of this conference with AEL staff.

Name ____________________

Business Telephone ____________________

A. Background (check one)

1. Professional affiliation

____ State Department of Education (specify state) ____________________

____ Intermediate Service Agency

____ Local Education Agency

____ College or University

____ Other (specify) ____________________

2. Professional role

____ Administrator (specify) ____________________

____ Curriculum Specialist

____ Evaluation and/or Research Specialist

____ Instructional Supervisor

____ Teacher

____ Teacher Educator

____ Other (specify) ____________________

3. Rate each of the following possible reasons that you attended this conference:
3 = very important; 2 = somewhat important; 1 = not important;
0 = not applicable

____ Topics of high personal interest

____ Information presented will be useful in my job

____ Opportunity to interact with professional peers

____ Opportunity to interact with presenters

____ Other (specify) ____________________

____ Other (specify) ____________________

B. Conference Objectives

Conference objectives are: (1) to provide the Region's teachers and teacher educators an opportunity to discuss state-of-the-art thinking about teacher education; (2) to provide participants an opportunity to become aware of effective programs for preservice, induction, and inservice; and (3) to provide participants an opportunity to discuss problems associated with implementing new components in teacher education programs from the perspectives of policy, practice, and research.

1. Rate the degree to which each stated conference objective was met:
3 = fully; 2 = somewhat; 1 = not met

Objective 1	Objective 2	Objective 3

2. Rate the degree to which each objective is relevant to your work:
3 = extremely; 2 = somewhat; 1 = not relevant

Objective 1	Objective 2	Objective 3

Comments: ____________________

C. Conference Implementation

Indicate from each statement below the response most appropriate from your perspective: 4 = absolutely, yes; 3 = mostly, yes; 2 = mostly, no; 1 = absolutely, no

1. Conference was well organized. 4 3 2 1

2. Panel presentations were clear. 4 3 2 1

-over-

C. Conference Implementation (continued)

3. Panel presentations were practical. 4 3 2 1
4. Panel presentations were relevant. 4 3 2 1
5. Discussion groups provided adequate time for questions and discussion. 4 3 2 1
6. Preconference materials were useful. 4 3 2 1
7. Written conference materials were useful. 4 3 2 1
8. Written conference materials were relevant. 4 3 2 1
9. The conference atmosphere was conducive to learning. 4 3 2 1
10. The physical facilities for this conference were adequate. 4 3 2 1
11. On balance, this was an excellent professional activity. 4 3 2 1

Comments:

D. Conference Outcomes/Benefits

Circle one of the ratings which best reflects your assessment of the outcomes/benefits of the workshop: 4 = absolutely, yes; 3 = mostly, yes; 2 = mostly, no; and 1 = absolutely, no

1. Conference provided me with new information and awareness about preservice, induction, and inservice teacher education programs. 4 3 2 1
2. Conference helped me to locate and follow up on programs/practices which meet my needs. 4 3 2 1
3. I would distribute conference information or share what I have learned with colleagues and clients. 4 3 2 1
4. I would use conference information to conduct inservice activities or plan program changes in my job setting. 4 3 2 1
5. I would consult some of the presenters at the conference to help me plan activities or changes. 4 3 2 1

D. Conference Outcomes/Benefits (continued)

6. I would use what I have learned to stimulate joint planning activities with my colleagues. 4 3 2 1
7. If other teacher education conferences are held in the future, I would be likely to attend. 4 3 2 1

Comments:

EVALUATION

Forum on Teacher Education: Reflections on Current Issues
Virginia Beach, Virginia
June 13-14, 1985

A. Background

1.

Professional Affiliation	Number	Percent
State Department of Education	3	6
Intermediate Service Agency		
Local Education Agency	15	28
College or University	26	49
Other*	9	17

*State Professional Associations (8)
Graduate Student

2.

Professional Role	Number	Percent
Administrator	10	19
Curriculum Specialist		
Evaluation and/or Research Specialist		
Instructional Supervisor	3	6
Teacher	19	36
Teacher Educator	16	30
Other*	5	9

*School Guidance Counselor (2)
Director of Instruction and Professional Development
Unit Coordinator, Teacher Education
Interested Citizen

3. Rate each of the following possible reasons that you attended this conference: 3 = very important; 2 = somewhat important; 1 = not important; 0 = not applicable

F = Frequency

	3		2		1		0	
Objectives	F	%	F	%	F	%	F	%
Topics of high personal interest	41	31	9	16	0	0	0	0
Information presented will be useful in my job	33	25	15	26	0	0	0	0
Opportunity to interact with professional peers	33	25	10	17	3	50	0	0
Opportunity to interact with presenters	17	13	23	40	3	50	0	0
Others*	10	7	1	2	0	0	0	0

*Opportunity to have input, thus shaping concepts and policy.
Had an opportunity to voice opinion or ask questions and give suggestions.
I was invited (3).
Opportunity to contribute my concerns based on my experience as a teacher.
Input from practitioners to higher education deans.
Membership on teacher education and certification advisory commission (2).
State Education Association asked me to attend because of IPD planning projects pertaining to these topics.
Good site for rest and relaxation, as well.

B. Conference Objectives

1. Rate the degree to which each stated conference objective was met: 3 = fully; 2 = somewhat; 1 = not met

F = Frequency

	3		2		1	
Conference Objectives	F	%	F	%	F	%
Objective 1	41	80	9	18	1	2
Objective 2	31	61	19	37	1	2
Objective 3	36	72	11	22	3	6

2. Rate the degree to which each objective is relevant to your work: 3 = extremely; 2 = somewhat; 1 = not relevant

F = Frequency

	3		2		1	
Conference Objectives	F	%	F	%	F	%
Objective 1	44	90	4	8	1	2
Objective 2	36	72	13	26	1	2
Objective 3	36	75	9	19	3	6

Comments:

Excellent mix of interested and influential persons.

The information was extremely informative to me as a teacher. I feel that the administrators are the ones to be made aware.

Seemed to me that the process of "voting" got in way of much real discussion of "problems associated, etc."

Each objective is relevant to my work in that the overall image of quality of teachers entering the profession affects every teacher. I do read and respond to local and state policies when they are up for adoption. It is important for me to be informed and actively involved in my profession.

Although each of us represents different aspects of teacher education and/or the profession, we all need a greater awareness of each others' concerns and a forum for expressing them.

Many thanks for an excellent workshop.

Nicely organized. Somehow, it might have helped to figure how you could have used more directly the Journal of Teacher Education articles.

Objectives were well stated!

Not enough opportunity for discussion, but many interesting and provocative ideas were presented.

As a teacher leader, I constantly need to keep touching base with these issues.

More time needed for discussion groups and less big group sessions.

Small group did not give opportunity to discuss issues--only identification of issues.

Comments (continued):

Program addressed the conference objectives.

Many of us would like to have discussed things further. It's not a bad idea to go away still a little hungry!

Good job.

The conference did offer the "opportunity to discuss..." the areas listed in the objectives. It lacked the time and opportunity to go beyond collecting ideas and perceptions and seek solutions.

Organization of conference was excellent. Format provided information and allowed for reaction and then interaction in formulating consensus.

C. Indicate from each statement below the response most appropriate from your perspective: 4 = absolutely, yes; 3 = mostly, yes; 2 = mostly, no; 1 = absolutely, no

F = Frequency

Conference Implementation	4		3		2		1		Mean
	F	%	F	%	F	%	F	%	
1. Conference was well organized.	41	77	12	23	0	0	0	0	3.77
2. Panel presentations were clear.	16	31	35	67	1	2	0	0	3.29
3. Panel presentations were practical.	20	38	29	56	3	6	0	0	3.33
4. Panel presentations were relevant.	23	44	27	52	2	4	0	0	3.40
5. Discussion groups provided adequate time for questions and discussion.	13	24	20	38	18	34	2	4	2.83
6. Preconference materials were useful.	26	54	19	40	2	4	1	2	3.46
7. Written conference materials were useful.	29	56	19	36	3	6	1	2	3.46
8. Written conference materials were relevant.	29	56	20	38	3	6	0	0	3.50
9. The conference atmosphere was conducive to learning.	35	67	17	33	0	0	0	0	3.67
10. The physical facilities for this conference were adequate.	42	81	10	19	0	0	0	0	3.81
11. On balance, this was an excellent professional activity.	37	71	15	29	0	0	0	0	3.71

Comments:

One of the best.

I gained a lot of new knowledge to help me as an experienced teacher.

Small groups were good, but not enough time was provided for discussion.

Start on time. Keynote and panel speakers could have 10-15 minutes less and add that time on to discussion groups.

Very well planned forum in terms of presenters, participants, and atmosphere.

Some speakers did not stick to the topic.

Request copies of platform speakers' speeches prior to next meeting.

Very productive experience.

The first day was too long. Adjournment at 4:00 p.m. would have been more appropriate.

I enjoyed it! Staff were congenial and quite facilitating.

Format should be modified to give audience opportunities to respond directly to keynote speakers and panel members. This frustration is not relieved by the small group participation.

The speakers were good, but there were just too many speakers at one particular time frame. This tended to tire you out. Maybe other activities should be inserted between all of those speakers. Maybe films or other sessions dealing with discussions would help.

There's no way to guarantee uniformly high excitement panels. You have more control over major presenters than over panels.

Thanks for the breaks in between the sessions.

If the hotel had been on the beach, everything would have been perfect.

Magazine and other information received at the conference were useful and appreciated.

Not sure the reaction panels reacted to the major presenters in all instances--sometimes they were off target or did not address keynote message at all.

I have been to a few conferences as well conceived as this one, but none of them were better.

We never got through the discussion section at the conference in my group.

The "keynote speaker" times made the "panel" presentations much too short. Discussion groups were good opportunities to share diverse perspectives on the respective topics, but more as disjointed observations than as serious attempts to identify causes, effects, and solutions.

Comments (continued)

This was an excellent workshop with good exchange of ideas and information. We in education are so conscious of planning and utilizing time effectively that oversaturation can occur. Too much material was covered in too little time.

I was invited because of public school finance class. Good experience.

Evidence of collaboration here--gratifying, shows promise, gives hope.

The conference provided a great deal of information that I had not been exposed to. I would like very much to attend other conferences of this type.

The conference seemingly was geared toward beginning teachers. I feel that they should have been somehow invited in order to hear the information that was presented. Hearing such relevant information might help them to be more productive. Also, principals and higher administrators should have been in attendance.

There is a great need for this kind of forum. Would be helpful if follow-up conferences could be held in order to learn what action has been taken by participants.

I liked the structure of the conference and the means of facilitating outcomes.

Should be continued at state level.

This conference was a good focal point for the region and the participants.

I am very happy to see teachers included in this conference. I can't imagine how such a conference would be successful without teacher input.

Be sure to include more women and minorities as presenters in future conferences. Make schedule a little less demanding in order to give participants more time to relax, read, and absorb presentations and materials.

Make a category for state education associations. Provide more time to see the city where meeting.

This has been a wonderful conference. I am delighted with the quality of the people attending. All topics discussed were of interest to me. Thank you for all the free material.

Well organized, objectives met, and very informative. AEL appears to be doing its job. Only criticism: Thursday was too long--5:30 was too late.

I was unable to attend Friday afternoon session. Hard plane to catch. Forum was well organized. Topics were pertinent. Would like to have an opportunity for roundtable discussions. Hope this is the first of a series--much needed.

Overall, the conference was well organized. Presenters were well qualified and knew their topic. The "induction" portion of the program was not as strong as other topics--could have benefited a little more from research findings in the area of induction of teachers.

Comments (continued):

Most of us were hungry to discuss some of the issues with the presenters. But, going away hungry may not be bad. You are all to be commended on a fine conference.

Teacher education is, and always has been, a mess. The conference was good and well planned, but I am disappointed that the field is so disjointed.

The conference was excellent. Some excellent speakers.

The conference was well defined and provided opportunities for stimulating discussions. Probably future activities could allow more time for the small group interactions and then provide brief time for each group to present its two consensus areas as a means of feedback.

The overall program was very informative and helpful. More administrators and teachers should be invited to these conferences to really get a feel of the problems occurring at work sites. Beginning teachers and administrators need to be instrumental in sessions such as these. A lot of current issues will most likely be brought out for discussion, planning, and decisionmaking. Again, I must stress that teachers must be added to this program for ultimate success.

I enjoyed the experience, but I did feel that there should have been more time for discussion. According to the preconference materials, we were to have more of a participatory role. Some of the presenters had something to say--and said it well. I was very much disappointed in Bob Saunders' presentation. Thanks for a good conference. I was not convinced by the explanation as to why there were no women presenters, although I'd like to think that the omission wasn't intentional.

The presenters were isolated from the participants because of the model used for the conference. A second problem revolved around the "opportunity to discuss"--it was limited in the discussion groups and nonexistent in the body of the conference. It is my impression that the conference participants had worthwhile insights to deliver to the presenters.

The area of inservice was of particular interest to me because I serve on the continuing education council for my school system. As a teacher, the time taken away from me that I could have used in preparing for my new group of students, mandates that inservice be relevant. The small group discussions were beneficial, enlightening, and stimulating. The exposure to others' ideas helped to broaden our perspectives. I was pleased with the competency and broad range of presenters and panelists selected.

I am most appreciative of being asked to this forum. It is imperative that these kinds of meetings continue to take place. Although there may be differences of opinion on which of the identified problems/concerns have a priority position and who should take ownership of the concern, I think we can all agree on the components identified. This information now needs to be shared with other groups in our states who may not be aware of this information or may not understand its impact. Yet, those same individuals (state department, school boards, etc.) need to be involved and, in fact, often control positive or negative outcome through policy, funding, programming, etc. Keep up the good work!

Comments (continued):

I attend many conferences dealing with education. Most are for the public schools, not higher education specifically. Some that are relevant to higher education are for only higher level administrators. As a coordinator, I am grateful for the topics and the invitation to me.

I'm not in the position to implement policy change. I can only use what would help me improve classroom performance. The small group brainstorming sessions were good; however, it would have been nice to have each grouping session made up of a different group of people from the previous group. This way each of us would have been exposed to more viewpoints of philosophy.

Overall, I felt the conference was a good experience. I will certainly use a lot of the information to assist in decisionmaking as we work on new Ohio Teacher Education and Certification Standards. Some specific areas were not as strong as I would have expected. The keynote speaker on preservice did not meet my expectations. The discussion groups seemed somwhat disorganized. The task of preparing three questions or issues to bring with us did not fit the task presented by discussion group leaders. I was surprised that no professional women were readily available for substitution when other women cancelled. In general, I felt the conference was very beneficial and I appreciate the opportunity to attend.

This conference was a good beginning and lacked "newness" for me only because its topics/information are those I have been closely involved with as a member of Ohio's Teacher Education and Certification Commission. The nature of my work also deals firsthand and often with staff development and inservice for our district's staff. A single conference cannot hope to offer solutions. If it is to lead to ways that school districts may better meet the needs of beginning and veteran staff, and universities may better prepare their teacher candidates, then the dialogue must include more opportunity for those responsible for district implementation, policymaking, and teacher education to meet. These sessions planted a lot of "seeds" which can only germinate if further cultivated. I would have liked to have seen some more acknowledgement of the research and activities of practitioners that is so successful and being shared/received with much enthusiasm, as with the NDN programs. Most of all, I would like to see efforts to improve educator competency address the means to offer ongoing, planned, and relevant experiences, not just good beginnings and one-time workshops.

This information now needs to be shared with other groups in our state who may not be aware of this information or may not understand its impact. Yet, those same individuals (state department, school boards, etc.) need to be involved and, in fact, often control positive or negative outcomes through policy, funding, programming, etc. Keep up the good work!

D. Circle one of the ratings which best reflects your assessment of the outcomes/benefits of the workshop: 4 = absolutely, yes; 3 = mostly, yes; 2 = mostly, no; and 1 = absoulutely, no.

F = Frequency

	4		3		2		1		
	F	%	F	%	F	%	F	%	Mean
1. Conference provided me with new information and awareness about preservice, induction, and inservice teacher education programs.	27	53	20	39	4	8	0	0	3.45
2. Conference helped me locate and follow up on programs/practices which meet my needs.	13	28	28	61	5	11	0	0	3.17
3. I would distribute conference information or share what I have learned with colleagues and clients.	30	58	20	38	2	4	0	0	3.54
4. I would use conference information to conduct inservice activities or plan program changes in my job setting.	8	17	23	49	10	21	1	2	3.02
5. I would consult some of the presenters at the conference to help me plan activities or changes.	8	17	23	49	15	32	1	2	2.80
6. I would use what I have learned to stimulate joint planning activities with my colleagues.	19	38	26	52	5	1	0	0	3.28
7. If other teacher education conferences are held in the future, I would be likely to attend.	35	69	16	31	0	0	0	0	3.69

APPENDIX A

Participant List

Forum on Teacher Education: Reflections on Current Issues

Virginia Beach, Virginia
June 13-14, 1985

Participant List

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